

Open Research Online

The Open University's repository of research publications and other research outputs

The influence of technology-enhanced task design on the development of language learner autonomy and motivation in an Anatolian high school: a case study

Thesis

How to cite:

Koruyan, Kasim (2016). The influence of technology-enhanced task design on the development of language learner autonomy and motivation in an Anatolian high school: a case study. EdD thesis The Open University.

For guidance on citations see [FAQs](#).

© 2016 The Author



<https://creativecommons.org/licenses/by-nc-nd/4.0/>

Version: Version of Record

Link(s) to article on publisher's website:

<http://dx.doi.org/doi:10.21954/ou.ro.0000ef25>

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online's data [policy](#) on reuse of materials please consult the policies page.

oro.open.ac.uk

KASIM KORUYAN

MA (ELT) BA HONS PGCE

**THE INFLUENCE OF TECHNOLOGY-ENHANCED TASK
DESIGN ON THE DEVELOPMENT OF LANGUAGE
LEARNER AUTONOMY AND MOTIVATION IN AN
ANATOLIAN HIGH SCHOOL: A CASE STUDY**

Thesis submitted for the Award of:

DOCTOR OF EDUCATION (EdD)

The Open University

PI: B8956287

October 2015

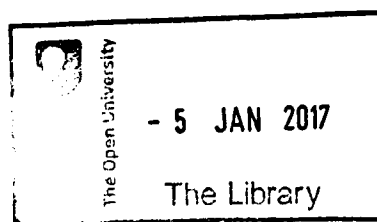
DATE OF SUBMISSION: 30 OCTOBER 2015

DATE OF AWARD: 9 NOVEMBER 2016

Acknowledgements

I am very grateful to my supervisors, Mirjam Hauck and Linda Murphy, for their constant guidance, support and encouragement throughout this study. Without your endless support through the good and the bad times alike, your invaluable comments and constructive criticisms on my drafts, and your patience, I doubt very much that this study would have ever been completed. I am also grateful to Alan Tonkyn, my former supervisor from the University of Reading, for encouraging me to apply to The Open University to undertake this EdD. I would also like to thank the many people in The Open University who provided support and encouragement throughout. In particular, I would like to thank my writing circle group: Jackie Tuck for setting up the group; Janesh Sanzgri and Jenna Mittelmeier for their insights on my academic writing, Betul Toprak for her constant support after recommending the writing circle to me; and Kathryn Lupson, Damian Loneragan and Miranda Walker for exchanging ideas during this study. Many thanks also to June Ayres for her endless support.

I am indebted to the researchers, Eyup Dilber, Mehmet Sefik Aydin and Nazife Aydinoglu, for their translation, help with the coding process, and logistic support, to Gokhan Yilmaz for statistical advice, and to Gary Lister and Bilal Malik for their editing and proofreading. I am also indebted to the participants in this study. Finally, I would like to thank my family.



DONATION

T 428.007809561 2015
Consultation copy
2

ABSTRACT

This study explores the ways in which the introduction of technology-enhanced task design may affect the motivation of students to read in English and encourage more autonomous approaches to reading in English in an Anatolian High School. The subjects investigated were Grade 9 students whose level of English was between A2 and B1 according to the criteria set out in the Common European Framework of Reference for Language Learning. Seventy participants engaged with specifically designed reading tasks. This case study draws on several theoretical frameworks: Deci and Ryan's self-determination theory (1985), Gardner's socio-educational model with regard to motivation (1985), and notions of learner autonomy (Kohonen, 1992; Little, 1991; Holec, 1981). Furthermore, the approach to designing the reading tasks was informed by Hampel's comprehensive expansion (2006) of Chapelle's theoretical framework (2000). Data collection and processing followed an exploratory case study approach applying mixed-method design using questionnaires (N = 70) given before and after use of specially designed, technology-enhanced tasks, pre-task interviews (N = 2), post-task interviews (N = 6), class blog discussions, and a researcher journal. Quantitative data were summarised and reported as average percentages. The differences in median scores for pre- and post- introduction of technology enhanced tasks were statistically tested using a Mann-Whitney U test. Thematic analysis was used in order to identify, analyse and report themes in qualitative data collected for this study. The qualitative data were transcribed and then imported into the qualitative data analysis software package NVivo 10, which allowed for the data from the transcripts to be coded to the main themes and sub-themes. Analysis of the results indicates that despite the prevailing traditional behaviourist approach to teaching, these particular Turkish Anatolian High School students were able and willing to exercise control

over the learning of English, and that their intrinsic motivation to engage in reading tasks was increased through technology-enhanced, task-based language learning. This study contributes to the knowledge and understanding of learners' motivation and autonomy when technology-enhanced language learning tasks are introduced into a traditional learning context.

Contents

ABSTRACT3

CHAPTER I INTRODUCTION.....17

1.1 BACKGROUND TO THE STUDY.....17

1.1.1 The teaching of English as a foreign language (EFL) in Turkish Anatolian High Schools and the wider sociocultural context.17

1.1.2 The school18

1.1.3 National curriculum for EFL at Anatolian High Schools.....20

1.1.4 FATİH project (Movement for Enhancing Opportunities and Improving Technology) [Turkish: *Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi*].....22

1.1.5 My approach to teaching.....23

1.1.6 Teacher and student training programmes on e-pad use25

1.1.7 Rationale for my investigation and its application to educational knowledge, policy and practice in Turkey28

1.2 ORGANISATION OF THE THESIS32

CHAPTER 2 LITERATURE REVIEW33

2.1 INTRODUCTION.....33

2.2 AUTONOMY34

2.2.1 Definitions of autonomy in language learning35

2.2.2 The role of autonomy in language learning.....36

2.2.3 Development of language learner autonomy37

2.2.4 Learner autonomy research with Turkish EFL learners.....42

2.3 MOTIVATION44

2.3.1 Definitions of motivation in language learning.....46

2.3.2 Intrinsic/extrinsic motivation and self-determination theory in language learning.....47

2.3.3 Learner motivation research in the Turkish EFL context51

2.3.4 The role of motivation in relation to autonomy in language learning52

2.3.5 Amotivation/demotivation54

2.4 TECHNOLOGY-ENHANCED LANGUAGE LEARNING57

2.4.1 ICT in language learning58

2.4.2 Digital natives.....59

2.4.3 The role of ICT in relation to autonomy and motivation in language learning ..60

2.5 READING IN A SECOND LANGUAGE LEARNING64

2.5.1 Online reading.....67

2.5.2 Online reading strategies69

2.5.3 Online task design.....70

2.6 CHAPTER SUMMARY AND CONCLUSION72

2.6.1 Research questions.....73

CHAPTER 3 METHODOLOGY74

3.1 INTRODUCTION74

3.2 A CASE STUDY APPROACH74

3.3 MIXED-METHOD APPROACH78

3.4 THE ROLE OF THE RESEARCHER82

3.5 INITIAL STUDY.....83

3.5.1 Design of the initial study and its influence on the main study84

3.6 ETHICAL CONSIDERATIONS86

3.7 MAIN STUDY88

3.7.1 Participants88

3.7.2 Sampling.....88

3.8 DESIGN AND ADMINISTRATION OF THE READING TASKS.....89

3.9 MAIN STUDY DATA COLLECTION INSTRUMENTS97

 3.9.1 Introduction97

 3.9.2 Questionnaires98

 3.9.3 Interviews102

 3.9.4 Class blog.....106

 3.9.5 Researcher journal107

3.10 DATA ANALYSIS METHODS108

 3.10.1 Questionnaires.....108

 3.10.2 Qualitative analysis: (interviews, open questions, class blog and researcher journal)109

CHAPTER 4 FINDINGS130

4.1 INTRODUCTION.....130

 4.2.1 Students’ ICT background.....131

 4.2.2 E-pad training and students’ expectations of the use of e-pads133

 4.2.3 Reading habits134

 4.2.4 Students’ motivation to read more in English and their expectations from English lessons.....136

 4.2.5 Attitudes towards learning English138

 4.2.6 Attitudes towards the learning situation.....139

 4.2.7 Intrinsic motivation.....140

 4.2.8 Extrinsic motivation141

 4.2.9 Instrumental motivation141

 4.2.10 Collaborative learning.....142

 4.2.11 Willing/able to exercise control over the learning of English.....143

4.2.12 Learning strategies.....143

4.2.13 Self-evaluation of reading fluency level.....144

4.3 DATA COLLECTION: POST-TASK (POST-TASK QUESTIONNAIRE, INTERVIEW AND CLASS
BLOG DISCUSSION)144

4.3.1 Attitudes towards learning English148

4.3.2 Attitudes towards the learning situation.....149

4.3.3 Intrinsic motivation.....151

4.3.4 Extrinsic motivation160

4.3.5 Instrumental motivation.....160

4.3.6 Demotivation.....161

4.3.7 Collaborative learning.....164

4.3.8 Exercising control over their learning166

4.3.9 Willing/able to exercise control over the learning of English169

4.3.10 Learning strategies.....171

4.3.11 Self-evaluation of reading fluency level.....174

4.3.12 Reflection175

4.4 SUMMARY176

CHAPTER 5 DISCUSSION.....179

5.1 INTRODUCTION.....179

5.2 MOTIVATION179

5.2.1 Students’ ICT background.....179

5.2.2 Reading habits and interests182

5.2.3 Attitudes towards learning English185

5.2.4 Attitudes towards the learning situation.....187

5.2.5 Intrinsic motivation.....190

5.2.6 Extrinsic motivation199

5.2.7 Instrumental motivation199

5.2.8 Demotivating factors200

5.2.9 Summary of section on motivation201

5.3 AUTONOMY202

5.3.1 Collaborative learning203

5.3.2 Exercising control over their learning205

5.3.3 Willingness/ability to exercise control over the learning of English207

5.3.4 Learning strategies209

5.3.5 Reflection.....212

5.3.6 Summary of section on autonomy.....214

CHAPTER 6 CONCLUSION.....216

6.1 RESEARCH QUESTIONS.....216

6.2 CONTRIBUTION OF THE RESEARCH TO KNOWLEDGE AND UNDERSTANDING IN THE FIELD
.....219

6.3 LIMITATIONS OF THE RESEARCH.....223

6.4 IMPLICATIONS FOR POLICY AND PRACTICE AT ANATOLIAN HIGH SCHOOLS.....225

REFERENCES.....229

APPENDICES250

Appendix A Approvals.....251

Appendix A/1 Approval of the study by the Open University Human Research Ethics
Committee251

Appendix A/2 Application for Permission for the Study to the Ministry of National
Education, Diyarbakır.....253

Appendix A/3 Approval of the study by the Ministry of National Education254

APPENDIX B NEEDS ANALYSIS255

APPENDIX C LESSON PLAN OVERVIEWS AND OUTLINE OF READING TASKS (MAIN STUDY)
.....256

 Appendix C/1a Outline of Reading Task 1 “Fun Festival” (For Teacher)256

 APPENDIX C/1b First Lesson Plan Overview (For the class)266

 Appendix C/2a Outline of Reading Task 2 “Malala’s story” (For Teacher).....272

 Appendix C/2b Second Lesson Plan Overview (For the class)279

 Appendix C/3a Outline of Reading Task 3 Women’s Football (For teacher)284

 Appendix C/3b Third Lesson Plan Overview (For the class)293

APPENDIX D MAIN STUDY RESOURCES300

 Appendix D/1 Reading tasks = Fun Festivals.....300

 Appendix D/2 Reading Task Malala’s Story305

 Appendix D/3 Women’s Football309

APPENDIX E INITIAL STUDY313

 Appendix E/1a Pre- task questionnaire.....313

 Appendix E/1b Pre- task questionnaire Turkish version.....319

 Appendix E/2a Post- task questionnaire.....326

 Appendix E/2b Post- task questionnaire Turkish version333

 Appendix E/3a Post-task interview Schedule340

 Appendix E/3b Post-task interview Schedule Turkish Version341

 Appendix E/4 Lesson Plan Overview342

 Appendix E/5 Reading Task.....346

APPENDIX F MAIN STUDY RESEARCH TOOLS358

 Appendix F/1a Pre- task questionnaire358

 Appendix F/1b Pre- task questionnaire (Turkish version)365

Appendix F/2a Post- task questionnaire372

Appendix F/2b Post- task questionnaire (Turkish version).....380

Appendix F/3a Pre- task interview schedule.....389

Appendix F/3b Pre- task interview schedule (Turkish).....393

Appendix F/4a Post- task interview schedule397

Appendix F/4b Post- task interview Schedule (Turkish)431

Appendix F/5 The Class Blog Guiding Questions (English and Turkish versions).....465

APPENDIX G: PERMISSION LETTERS, CONSENT FORMS AND INFORMATION LETTERS467

Appendix G/1 Information Letter for Parents467

Appendix G/2 Information Letter for Parents (Turkish version)469

Appendix G/3 Consent form for students.....471

Appendix G/4 Consent form for students (Turkish version).....474

APPENDIX H RAW DATA AND MEDIAN477

APPENDIX I QUALITATIVE ANALYSIS482

Appendix I/1 List of categories (themes) to which data was coded482

Appendix I/2 Qualitative data extracts with manual coding483

Appendix I/3 Sample showing how manual coding was applied to strings of the post-task qualitative data503

Appendix I/5 Sample of the post-task qualitative data coding.....505

APPENDIX J SUMMARY OF RESPONSES TO QUESTIONNAIRES510

Appendix J/1 Pre-task questionnaire responses:510

Appendix J/2 Post-task questionnaire responses.....517

APPENDIX K ORIGIONAL TURKISH FOR STUDENT QUESTIONS APPEARING IN THE THESIS.....532

Appendix K/1 Pre-task interview quotations used in the thesis with English translation (Main Study).....532

Appendix K/2 Post-task interview quotations used in the thesis responses (Main Study)536

Appendix K/3 Examples from the Class Blog Reflections quote in the thesis in Turkish and English, with screen shot (Main Study).....552

Appendix K/4 Researcher Journal Observations and Extracts (Pre- and Post-Task).....559

APPENDIX L SAMPLES FROM BUGCLUB.COM WEBSITE SHOWING FEATURES EXPLOITED IN THE STUDY565

LIST OF TABLES

Table 3.1 Participating school and students

Table 3.2 Criteria for CALL tasks

Table 3.3 Timetable for data collection and implementation of the reading tasks

Table 4.1 Responses to e-pad training and expectations of using the e-pad in the English classroom

Table 4.2 Responses to the frequency of reading in Turkish and English

Table 4.3 Students’ expectations of encouragement to read more in English

Table 4.4 Average responses to items in relation to different aspects of motivation

Table 4.5 Participants’ average responses to items in relation to different aspects of autonomy

Table 4.6 Self-evaluation of fluency level in reading English

Table 4.7 Average responses to items in relation to different aspects of motivation

Table 4.8 Mann-Whitney U test results: Questionnaire items related to motivation

Table 4.9 Responses to reading habits

Table 4.10 Average responses to items in relation to different aspects of autonomy

Table 4.11 Mann-Whitney U test results: Questionnaire items related to autonomy

Table 4.12 Responses to self-evaluation of fluency level in reading English

LIST OF FIGURES

Figure 1.1 Turkish President Erdogan introduces the e-pad and Anatolian High School students show their e-pads

Figure 1.2 Representation of my pedagogical practice

Figure 3.1 Data extract: initial examination of the data

Figure 3.2 Data extract from post- tasks interviews: initial examination of the data with the main codes applied

Figure 3.3 Data extract from post- tasks interviews for initial analysis of the main themes, motivation and autonomy

Figure 3.4 Data extract for analysis of the main themes and sub-themes

Figure 3.5 Further classifications of themes and sub-themes with examples used in the main text

Figure 3.6 Screen shots showing coding for aspects of autonomy in NVivo

Figure 3.7 Screen shots showing coding for aspects of motivation in NVivo

Figure 3.8 Screen shots showing coding for impact of ICT on motivation in NVivo

ABBREVIATIONS

EFL: English as a Foreign Language

MNE: Ministry of National Education

ICT: Information and Communications Technology

FATİH: Movement for Enhancing Opportunities and Improving Technology [Turkish:
Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi]

IT: Information Technology

LCD: Liquid Crystal Display

CELTA: Certificate in English Language Teaching to Adults

IATEFL: International Association of Teachers of English as a Foreign Language

TED: Technology, Entertainment and Design

SDT Self-determination Theory

LAAL: Language Acquisition in an Autonomous Learning Environment

DynEd: Dynamic Education (software)

CALL: Computer-Assisted Language Learning

ELP: European Language Portfolio

L2: Second Language

MA: Master of Art

TBLL: Task-based Language Learning

OECD: Organization for Economic Cooperation and Development

HREC: Human Research Ethics Committee

GAP: Güney Doğu Anadolu Projesi

SPSS: Statistical Package for the Social Sciences

QSR NVivo (NUD*IST): Non-numerical Unstructured Data Indexing Searching

CMC: Computer-Mediated Communication

CHAPTER I INTRODUCTION

This chapter presents some background information regarding this study. It begins with an introduction to the teaching of English as a foreign language in Turkish Anatolian High Schools and the wider sociocultural context, and then goes on to discuss the school where the study was conducted, the national curriculum for English as a foreign language in Anatolian High Schools, the FATİH project (Movement for Enhancing Opportunities and Improving Technology), my teaching approach, and teacher and student training programmes on e-pad use. The chapter continues with an outline of the rationale for the study, and finally, it maps out the structure of the whole thesis.

1.1 BACKGROUND TO THE STUDY

1.1.1 The teaching of English as a foreign language (EFL) in Turkish Anatolian High Schools and the wider sociocultural context.

Over the past 50 years, being fluent in English has increasingly been considered one of the determining factors for better career opportunities in Turkey and, with the speed of globalisation, which has contributed to the spread of English as a global language (Crystal, 2003), the demand by Turks to learn English has grown accordingly.

To this end, and because English has become a pivotal component of the Turkish education system, wealthy families have been sending their children to fee-paying public schools, while many middle-class families have tried hard to prepare their children for entry to Anatolian High Schools (Turkish: *Anadolu Lisesi*), where until 2010 all subjects were taught in English.

By contrast, the teaching of English in regular high schools remains limited to 4 hours a week, typically in overcrowded classrooms with relatively unsophisticated methods (Büyükkantarcıoğlu, 2004). As noted by Başkan (1988), most students at these schools have little interest in studying English. Başkan's observation from almost three decades ago still holds true today.

Anatolian High Schools were established by taking British Grammar Schools as a model in order to provide a quality education alternative to public schools and are now to be found in every city in Turkey. Until 2010, Anatolian High Schools provided a preparatory year in English followed by 7 years of education from Grade 5 to Grade 12, using English as the language of instruction. However, the English preparatory year was removed in 2010 and Turkish has now replaced English as the primary language used in lessons. Students in Grade 9 now have 6 hours of English tuition a week, while higher grades have just 4 hours.

According to Büyükkantarcıoğlu (2004), this severe reduction resulted from the belief of many educational linguists and intellectuals that teaching in English restricts the capacity of Turkish to be seen as a scientific language. As a result, the majority of Anatolian High Schools have lost some of their popularity compared to the situation prior to 2010.

1.1.2 The school

The school where the present study was conducted is located in a metropolitan city in the south-east of Turkey. The majority of students are Kurdish and are between 15 and 18 years of age. All students are taught four core subjects, Turkish, Mathematics, Science and English (see Section 3.6.1 for more detail). This city is economically well below the national average and has a high rate of crime.

The student population of the school is approximately 900, the number varying slightly from year to year. There are five permanent and three temporary teachers of English, all of whom are non-native speakers. I took a temporary position in the school in order to carry out this study. I was allocated two classes to teach, with permission (see Appendix A) to carry out research and apply the online reading tasks designed for this study. The difference between teachers with permanent contracts and those with temporary (yearly) ones is that those with temporary contracts work longer hours and for less remuneration. The teaching approach in this type of school is predominantly teacher-centred and students are generally passive in the class, as reported by Boyno (2011). Learning is largely by translation to and from the target language. Grammar rules are memorised and the audio-lingual teaching method is commonly used (Büyükkantarcıoğlu, 2004). In 2016, the Ministry of National Education (MNE) (2016) introduced an English curriculum (see next section for more detail) for Grade 9 students, whereby teachers of English were given responsibility for developing learner autonomy in their classrooms. However, it is claimed that this initiative has failed, that teachers have been unable to help students realise their potential and to become aware of the skills needed to take control of their learning (Boyno, 2011). If this is indeed the case, then technology-enhanced task design and execution may play an important role in giving students responsibility to achieve the aim set by the MNE. This study provided an opportunity to explore the impact of technology enhanced task design on learner autonomy, particularly since the MNE had decided to provide e-pads to students in the school (see Section 1.1.4 below).

1.1.3 National curriculum for EFL at Anatolian High Schools

Anatolian High Schools follow a curriculum for EFL which sets out the objectives for students (Ertürk, Ateş and Alkan, 2012). The following examples taken from the curriculum document are particularly relevant to my investigation:

- To develop general and specific reading and comprehension skills.
- To improve skimming and scanning skills.
- To develop an awareness of cultural elements in texts, to personalise topics and relate them to real-life experience.
- To develop an enjoyable habit of reading and motivate students to read and understand the general idea of the reading texts.
- To be able to use various learning strategies.
- To be able to reflect on their learning process.
- To be able to work collaboratively with peers and search for information independently.

The MNE wants the learning context to become conducive to learner autonomy, enabling learners to take increasing responsibility for their language learning. The last three objectives clearly indicate this. Although the EFL curriculum emphasises the importance of fostering learner autonomy, the education system as a whole is criticised for leading to examination-oriented learning and teaching (Altınyelken, 2010).

There is therefore a contradiction between the objectives of the MNE curriculum and practice in Anatolian High Schools where those objectives are deployed. Whether from an individual or collaborative, psychological or political perspective, Dam (1995) rightly points out that

autonomy involves the capacity for critical reflection on all aspects of the language learning process ‘which syllabuses and curricula frequently require, but traditional pedagogical measures rarely achieve’ (p. 7). This study is working towards the objectives and achievement of the aims set by the MNE.

The course books currently in use at Anatolian High Schools have been written by Turkish professionals under the supervision of the MNE over the past three decades. As Büyükkantarcıoğlu (2004) indicates, these course books were prepared according to ‘audio-lingual methods, they lack communicative and functional activities’ (p. 47) and reading themes are remote from students’ real-life experience. Further, the tasks in these course books do not seem to promote any form of autonomous learning, such as students independently researching information and/or working collaboratively, or reading around the topics.

Lack of interest in reading can also be attributed to the surroundings or conditions in which students find themselves. Arıcı (2008) investigated the reasons why undergraduate university students in Turkey do not like reading. He found that the environment and parents played an important part in this dislike of reading. Speaking to *Today’s Zaman*, Gülsoy (2012), editor-in-chief of Boğaziçi University Press, said that reading online, for example e-books, is not popular in Turkey. This would suggest, therefore, that the Turkish education curriculum needs updating to take account of developments in Information and Communications Technology (ICT) and the introduction of e-pads with support and tasks which take student interests into consideration may assist them to take more control of their learning. In turn this may positively influence students’ reading habits. As Krashen (2004) indicates, students willingly read when they truly have choice, and when teachers create opportunities for their students to read interesting material. In a study by Nell (1998), readers were asked to read a book of their

own choice and he found that during reading, interest in reading was increased. Krashen (2007a) concludes from correlational studies that there is evidence supporting the power of reading to facilitate second language acquisition and that the most efficient way of developing competence in a language is to find reading pleasurable. I therefore decided to design tasks that would give the learners some choice, and through a needs analysis I was able to find out about the topics they were interested in, giving them some control over their reading and increasing their interest.

1.1.4 FATİH project (Movement for Enhancing Opportunities and Improving Technology)

[Turkish: *Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi*]

In 2013, the Turkish government initiated the ‘FATİH project’ with the aim of providing equal opportunities in education and improving technology integration in schools through the efficient use of information technology (IT) tools in the learning and teaching process. The project has three components: the use of Smart Boards, the introduction of computer labs, and the use of e-pads (see Figure 1.1: students showing their e-pads). It was rolled out in all 620,000 primary and Anatolian High Schools and provided e-pads for every learner (15 million e-pads in total), along with liquid crystal display (LCD) Smart Boards. The e-pads have an access range of 15 km, so students can take them home and use them to read. The e-pad project was piloted from 2012 to 2015. The project implemented by the MNE, plans to spend 2 billion US dollars from 2015 onwards. The present study looks at ways to use these e-pads to create a meaningful and pedagogically informed, technology-enhanced language learning environment and explores how task design exploiting this technology can encourage learner choice, control and motivation in English language learning. Research suggests that learners who have a greater sense of aspiration in what they are doing are more likely to be

motivated to persist with the task (Dörnyei and Ushioda, 2011; Deci and Flaste, 1995). Well-designed online tasks can help students to develop learning strategies and to take more responsibility for their own learning (Yaprak, 2014), and this can shift the focus from teachers to learners and provide opportunities for self-direction, instant teacher-independent feedback, and conditions encouraging learner collaboration. The pedagogical approach in the present study is aimed at facilitating this process and at encouraging the learner to be actively engaged in the learning process.



Figure 1.1 Turkish President Erdogan introduces the e-pad and Anatolian High School students show their e-pads

1.1.5 My approach to teaching

For this study, I designed reading tasks that reflect my experience of autonomous learning and motivating language classes gained during my CELTA (Certificate in English Language Teaching to Adults) course, which I completed at the English Language Centre in Reading in 2009, and learner-centred classes gained during my ‘Coaching in Teaching’ module at Oxford University in 2012. I also have teaching experience in Turkey and Cyprus, 3 years’ experience at an international school in London, and experience as a director of studies at Thames Valley English School International, Henley-on-Thames, UK, as well as the insights gained from

conferences run by the International Association of Teachers of English as a Foreign Language (IATEFL). As a result, over the years my teaching approach has become increasingly learner-focused, and I see my role as being more of a facilitator. I try to give my students responsibility for their learning, which is reflected in the tasks designed for this study.

Before designing the online reading tasks a needs analysis was conducted at the beginning of the school year (see Appendix B) to find out about the topics the students were interested in and their preferred learning style (individual, peer or group work). It is important for course designers to produce effective materials and design appropriate tasks according to students' needs and interests. Accordingly, the tasks designed considered the students' preferences and encouraged them to carry out a range of independent and collaborative activities, and to take a degree of responsibility for their own learning. (The design is explained fully in Section 3.8) For example, students were expected to use their e-pads to conduct and record interviews and write up the results, to search for information online individually and then to present their work to the class as a group using a Smart Board (see Appendix C for the lesson plans and outline of the reading tasks, and Appendix D for the actual reading texts and tasks).

The tasks also aimed to encourage creativity by offering students the opportunity to express their ideas and opinions in a non-judgemental environment. I welcomed all contributions. As Sir Ken Robinson emphasises in one of his TED talks, 'Creativity now is as important in education as literacy and we should treat it with the same status' (Robinson, 2006).

Another point that I consider to be important is the use of the target language throughout the tuition process, including in interactions between the students themselves. My teaching approach is student-centred, encouraging students to take on increasingly more responsibility for their language learning, as summarised in Figure 1.2. With this approach the

responsibility for learning does not rest solely with me as their teacher but is mostly (80%) shared among students. The tasks designed for this study are intended to motivate students and to encourage them to take some control over their learning. However, these lessons were delivered in a traditional Turkish context in a typical Anatolian High School where language is taught deductively (Boyno, 2011), and the Turkish language is very often used as a medium of instruction in English lessons. There is often a lack of teacher–student and/or student–student interaction, and the focus is on teaching rather than learning. I adopted a teaching approach which is different from the traditional, teacher-centred one and which makes use of technology-enhanced task design.

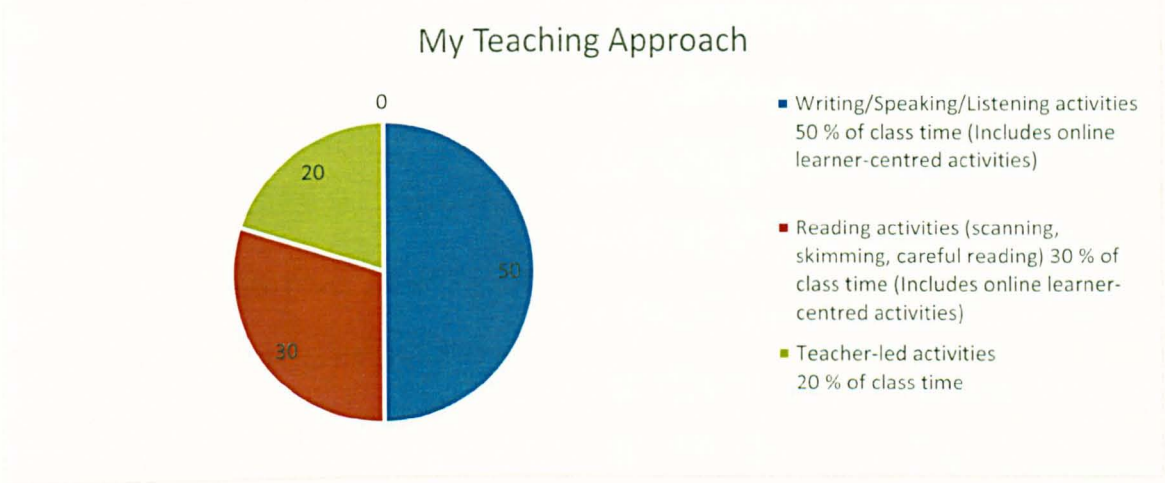


Figure 1.2 Representation of my pedagogical practice

1.1.6 Teacher and student training programmes on e-pad use

Successful introduction of the e-pad to the classroom and effective use requires teachers and students to be trained in both technological skills and appropriate pedagogical approaches. A teacher-training programme for the use of Smart Boards and e-pads was set up and run in Anatolian High Schools by trainers from the MNE in the second week of September 2012 for

2 days. The training sessions lasted 3 hours, from 09:00 to 12:00, divided into shorter sections lasting 50 minutes each.

The programme covered the technological features of the Smart Board, such as how to turn it on and off, how to connect it to the main computer and the e-pads, how to connect students' e-pads to teachers' e-pads and computers, and how to open files and course books. The training sessions have since been criticised for focusing on the Smart Board rather than on the e-pad and on the technology as such rather than on the pedagogical rationale that should inform its use.

Previous research on approaches to task design involving the use of technology has found a number of challenges, such as a lack of technological skills among students and teachers alike (Hampel, 2006). The MNE provided training in those skills; however, it was not sufficient with regard to the use of the e-pad.

These factors are likely to affect students' task performance negatively. Varank and Tozoğlu (2006) also point out that, as is the case for any innovation introduced to education in Turkey, teacher and student training has always been a concern that affects the implementation process directly. My observations regarding the e-pad training sessions suggest that those sessions were not carefully considered and there should have been training for students, too, for successful integration. In my opinion assumptions are made that in the twenty-first century all students are competent in the use of technology or in Prensky's words (2001) are 'digital natives' (see Section 2.4 for further discussion on 'digital natives'). There may be ample evidence for such an assumption in the West (e.g., Ducate and Lomicka, 2012; Healey, 1999), but in Turkey despite being in the digital era there is no evidence to suggest that the students in this study are 'digital natives'. As language teachers, we should not assume that because

students have mobile devices and are much more immersed in emerging technologies for mainly social and recreational purposes that ‘a) [they] want to [be able to] use them for educational purposes and b) [they] will be skilled at using these technologies for educational purposes’ (Bullen, 2008). Bullen also warns that politicians and school principals believe in the ‘digital natives’ theory and assume that ‘policy and provision should be based upon it’ (Bullen, 2008). Rather than debating whether or not students are ‘digital natives’, we should concentrate on ‘digital fluency’ and the way that students use the technology for learning purposes. Students may have the digital skills, but teachers have the skills and the knowledge to create engaging and motivating learning opportunities in the classroom. Technology is, as Wheeler (2011) puts it, ‘simply a part of that equation’. It can also be argued that many students are not so-called ‘digital natives’ due to the economic circumstances of their families. This is because the situation is very different from that of young people in the West, for example the UK, where the standard of living is better. In Turkey, not every student is in possession of mobile devices such as iPads, e-pads and/or smart mobile phones. Eneau (2008) mentions that economic difficulties may also prevent the creation of appropriate contexts to develop learner autonomy. This kind of economic problem may in turn negatively affect a student’s motivation. One of the reasons for the Turkish government distributing e-pads to every student in Anatolian High Schools was, therefore, to reduce the inequality between students in Turkey as discussed in Section 1.1.4. Rather than making presumptions about our students being ‘digital natives’, they should be provided with a training programme in how to use the e-pad in a formal school setting and, with respect to developing their reading skills, how to approach online texts with hyperlinks. However, the FATİH project was being piloted at the time of this study and finished in 2015.

Therefore, there is still room for improvements to be made. The next section will discuss the rationale for my investigation and its possible practical application in relation to the research questions.

1.1.7 Rationale for my investigation and its application to educational knowledge, policy and practice in Turkey

My professional experience mirrors Karahan's finding (2007) that, despite English being generally accepted as an internationally important language for academic and professional success, Turkish Anatolian High School students are reluctant to attend English classes. Indeed, a recent survey reported that Turkish students had the poorest results in English exams in European countries (Education First, 2013). Commenting on the results of the survey, Bülbül, Mısırlıoğlu, Ceyhun, Araz and Altuğ (2014) suggested that Turkish people in general and students in particular lack interest in reading, particularly in English. The reasons for this may include:

- Students' attitudes towards the learning situation (crowded classrooms: over 40 students per teacher).
- The way the English language is taught (teacher-centred classes).
- The teaching and learning materials are based on the audio-lingual method.
- The influence of those parents who do not want their daughters to study for other reasons (gender and religious issues).

As a result, many students have become dissatisfied with the current English language curriculum in Turkish Anatolian High Schools, a dissatisfaction which has been highlighted

by their lack of interest in reading and their passivity towards English being taught in the classroom (Boyno, 2011).

Karahan's earlier study (2007) had already shown that the recognition of the importance of EFL in Turkish society does not necessarily motivate students to engage in an active learning process. Changing the culture of instruction and preparing Anatolian High School students for the realities of the digital age (FATİH project) seem to be both positive and necessary moves and a first step that may encourage an active language learning process and enhance students' motivation to read. As Krashen (2004) suggests, reading 'is the most powerful tool we have in language education'.

An exploration of the use of e-pad-supported tasks for English language learning and reading in particular will contribute to the understanding of the nature and role of students' motivation with regard to learning English in the Turkish context. Another core problem, according to Sambur (cited in Emeksiz, 2010), is that Turkish students are not given the chance to develop a sense of taking responsibility for their learning, because the concept of learner autonomy is absent in Turkish education. There appears to be a contradiction. On the one hand the curriculum document issued by the MNE suggests that teaching should develop learners' reading habits and motivate students so that they can exercise control over their language learning, while on the other this does not appear to be happening in practice in the classroom at the moment.

As a consequence, students are not motivated to make their own choices and to take the initiative in terms of their learning; instead, they are told what they need to do. Saraç's observations (2013) confirm that learners remain exposed to traditional educational methods where the teacher is the 'sage on the stage' rather than the 'guide on the side'.

Students in such classrooms are not given the choice to take responsibility for their learning or, as Boyno (2011) maintains, they remain unwilling to exercise control over their learning. Indeed, learners may not want to become autonomous learners, because they are accustomed to being ‘spoon-fed’ and controlled (Deci and Flaste, 1995), which may also explain a lack of motivation to learn English.

Therefore, a teacher-centred, textbook-reliant, audio-lingual teaching method is commonly found to prevail in Anatolian High School language classrooms (Büyükkantarcıoğlu, 2004). This may be because the English language curriculum has not taken into account the needs and characteristics of Anatolian High School students’ aged between 15 and 16. This study therefore conducted a needs analysis with regard to students’ interests and learning style before designing the online reading tasks. To encourage change, the FATİH project has introduced e-pads to help students to take on at least some responsibility for their learning and increase their motivation. Yet, teachers need to facilitate this process and adopt a learner-centred approach. I therefore set out to design online reading tasks that allowed students to use the e-pad to enhance their language learning in general and reading skills in particular. The e-pad-enhanced task design is embedded in my pedagogical approach to teaching, which aims at increasing learner autonomy. Thus through technology-enhanced task design students are encouraged to exercise control over their learning of English, and given the opportunity to become active participants in the classroom.

Accordingly, teacher training is needed ‘to employ technology in sustained, embedded and pedagogically appropriate ways’ (White and Ding, 2009, p. 337). The present study looks at how the online reading tasks designed for this study and the use of e-pads enhance learners’ ability to take on a more autonomous approach to their learning in a more learner-centred

classroom. An examination of how Anatolian High School students use e-pads in a task-based approach to develop their reading skills in English will contribute to the understanding of the role of learner autonomy in the Turkish education context.

There have been few studies carried out on motivation (e.g. Koruyan, 2009) or autonomy (Boyno, 2011; Göksu and Genç, 2011) at Anatolian High Schools. Meri (2012) conducted a study on learner autonomy in technology-enhanced classrooms with Turkish primary school children; however, the majority of research has been conducted with university students. This EdD is the first study working with secondary age learners and I know of no study that investigates motivation in relation to reading and encourages greater learner control in their language learning with reference to self-determination theory (SDT) (Deci and Ryan, 1985) in a technology-enhanced Anatolian High School classroom.

As Lamb (2011, p. 80) indicates, more research needs to be carried out into the practical ways in which pedagogical approaches in secondary (high) schools can specifically support learner autonomy, and how this may enhance intrinsic motivation.

My research will inform other studies regarding e-pad-supported language learning in the Turkish context and add to the body of literature in a technology-enhanced language learning environments in other contexts. The present study emerged from the need to explore the issues indicated above, my interest as a teacher in the field, my personal experience as a student in the past and as a teacher in the present Turkish education system, as well as my experience with other education systems in Cyprus and England. All these led me to conduct this research, which is also an opportunity to investigate learner autonomy and motivation in an e-pad-supported, task-based language learning environment. The insights gained from the study can potentially also help to address the problem of language learners' reluctance to attend

English classes in Anatolian High Schools, as mentioned above, and contribute to knowledge and education policy in this context.

1.2 ORGANISATION OF THE THESIS

This chapter has provided brief information about the context of the research, and outlines the aims of the study. Chapter 2 reviews the literature that relates to the aims and focus of this study and presents the research questions. It discusses learner autonomy and motivation in language learning, and their relationship to IT. The third chapter discusses the methodology, outlining an exploratory case study approach using mixed methods. It also provides information about the initial study and the main study data collection instruments and data analysis. Chapter 4 analyses the findings and Chapter 5 discusses those findings. The final chapter draws conclusions from the study and outlines its contribution to the field, limitations, implications for policy and practice at Anatolian High Schools, and suggestions for further research.

CHAPTER 2 LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, the concepts of autonomy and motivation are reviewed along with a consideration of intrinsic motivation and extrinsic motivation, and SDT; the link between autonomy and motivation is also explored. This is followed by a brief overview of research into ICT in language learning, focusing on its role in relation to autonomy and motivation. Finally, theoretical approaches to second language learning and task design with a particular focus on online reading skills are reviewed.

The extensive research and theory in the field of language learner autonomy reveals a close relationship with motivation in language learning (Dörnyei and Ushioda, 2011; Lamb, 2011; Ushioda, 1996). However, Lamb (2011) suggests that more studies should be undertaken to gain a deeper understanding of this relationship. This is particularly true in the Turkish context, where research to investigate this link in technology-enhanced classrooms is lacking. The concept of autonomy has been linked to second language motivation research predominantly through Deci and Ryan's SDT (1985), which is concerned with the intrinsic motivation behind the choices that people make for themselves.

SDT focuses on the degree to which a learner engages in an activity with a sense of personal choice and in which the individual's behaviour is intrinsically motivated. The other aspect of SDT is extrinsic motivation, which refers to the learner's motivation to perform a language task as a means to an end, for example passing an exam. Learners may be motivated to learn a second language (L2) for more than one reason, which could be internal, external or both

(Koruyan, 2009). In the present study, I consider language learner motivation and autonomy, and the relationship between the two, in an e-pad-enhanced environment.

The use of ICT in the development of language learner autonomy has been explored by some researchers (e.g. Meri, 2012; Hauck, 2007; Shetzer and Warschauer, 2000). However, the studies reported in the following sections are scarce and the results are conflicting (see Section 2.2.3), and there are to my knowledge no studies that have investigated language learner autonomy in relation to motivation sustained through the use of ICT in secondary educational contexts in Turkey.

2.2 AUTONOMY

The term ‘autonomy’ is derived from ancient Greek *autos* (self) and *nomos* (law) (Merriam-Webster, 2002). Kant (cited in Merriam-Webster, 2002) claims that autonomy is the basis of human dignity and it relates self-government to acting in a moral way. Democratic societies, for example in Europe, are founded on the exercise of individual autonomy and respect for the autonomy of others (Benson, 2011). Autonomy has been explored in many fields, such as human growth and development, health, and business. In recent years, interest in learner autonomy has grown considerably in the field of language learning (e.g. Benson, 2011; Little, 2007; Dam, 1995; Kohonen, 1992). Despite the proliferation of research on autonomy over the last 20 years, its definition remains unclear, particularly in relation to language learning, as Benson and Voller (1997) indicate when they state that ‘monolithic definitions of autonomy and independence have proved elusive’ (p. 13).

2.2.1 Definitions of autonomy in language learning

Even though the exact definition of autonomy is still debated, there appears to be some consensus about certain aspects of the concept in language learning. ‘The ability to take charge of one’s own learning’ (Holec, 1981, p. 3) appears to be the most cited definition and it may take many shapes, such as the ability to take the initiative, to be aware of learning progress and to evaluate learning outcomes, which require the ability and capacity for ‘critical reflection’ (Little, 1991, p. 4). Kohonen (1992) approaches the concept from the sociocultural perspective by stating that ‘autonomy thus includes the notion of interdependence that is being responsible for one’s own conduct in the social context’ (p. 19). In other words, autonomous language learners are able to work collaboratively with others and solve conflicts or problems in constructive ways. Following the same line of argument as Kohonen, Little (2007) proposes that learner autonomy is ‘the product of an interactive process’ (p. 18). Students learn collaboratively through interaction with each other (Vygotsky, 1978) and interdependent autonomy is possibly more applicable to the classroom environment. Thus, learner autonomy is understood in two different ways: the first highlights the individual dimension (Holec, 1981), while the second foregrounds the social dimension (Kohonen, 1992). As a result, the conceptualisation of autonomy has shifted from seeing it as an independent phenomenon (the independence of the individual) to accepting its interdependence (the interdependence of a group) aspect. In this sense, autonomy can be related to the psychological need within SDT for an important intrinsic motivational component, ‘relatedness’ (see Section 2.3.2 for a discussion about intrinsic motivation).

For the purpose of this study, I will be drawing on Holec’s and Kohonen’s definitions, along with Dam’s conceptualisation (1995), which brings both approaches together, that is ‘a

readiness to take charge of one's learning ... independently or in co-operation with others' (p. 1).

Thus autonomy, specific to my class context, is taken to mean exercising control over certain aspects (e.g., collaborating, self-evaluating and reflecting) of the learning of English independently or interdependently. Accordingly, online reading tasks in this study were designed in a way that the participants would have opportunities to work both independently and with their group, in and outside the classroom. The next two sections will discuss the role of autonomy in the field of language education.

2.2.2 The role of autonomy in language learning

From the definitions above, autonomous language learners are those who act according to their own choice, with a sense of volition (intrinsically) (Deci and Ryan, 1985, p. 2). According to Littlewood (1996, p. 428), taking responsibility for one's own learning depends on two major components of autonomy, namely 'ability' and 'willingness'. Ability depends on both 'knowledge' about choices offered to the learner and the 'skills' for implementing those choices, whereas willingness entails 'motivation' and 'confidence'. Dam (2011) also stresses students' willingness and capacity to learn as key elements in promoting learner autonomy. Thus, developing learners' autonomy means developing their 'ability' and 'willingness', together with their knowledge, skills, intrinsic motivation and confidence. Autonomous learners, therefore, combine both the ability to take responsibility for their learning and the desire to do so within the boundaries of their capacity. In autonomy-supportive learning environments, students are more likely to learn and perform more effectively on language tasks (Dam, 1995). Little (1990, p. 12) warns, however, that students may initially not accept

or be reluctant to take responsibility for their own learning due to their previous learning experience, as observed, for example, by Borg and Al-Busaidi (2012) with Omani students. Some researchers (Cotterall, 1995; Dam, 1995) provide evidence that students' readiness and confidence in their ability to take responsibility are crucial and necessary steps towards a gradual implementation of language learner autonomy. The participants in this study will have worked on activities such as searching online and finding information, synthesising and presenting it, as well as conducting interviews for a period of about 8 weeks. This research will then consider whether – as a result of their task engagement – they are ready, able and willing to take control over some aspects of their learning in a technology-enhanced task-based language learning environment. Furthermore, autonomy also entails the use of learning strategies, ability to self-assess and reflect which will be discussed in the next section.

2.2.3 Development of language learner autonomy

As Dam (2011, p. 45) argues, development of language learner autonomy is 'a long and never-ending' journey for both students and educators. On this journey, language teachers should create an environment in which the learners gradually are made '(co-)responsible for their own learning' (p. 45), which is a prerequisite for the current research context. It also depends on the process that Scharle and Szabó (2000, p. 9) call 'transferring roles', that is the teacher moving from a traditional authority figure to acting as a facilitator, thereby allowing students to make choices and display their capacity to navigate the challenges (Wright, 1987; Deci and Ryan, 1985), particularly those associated with the use of ICT tools such as e-pads. This may be very challenging for Turkish Anatolian High School students because the education system is still teacher-centred (Saraç, 2013; Boyno, 2011). The key to developing language learner autonomy, therefore, seems to be gradually supporting students to become autonomous users

of the L2 as reflected in their conscious use of strategies, self-evaluation of their progress and reflection of their learning (Dam, 1995).

Autonomous language learners are able to use learning strategies to regulate their learning. Learning strategies are ‘the learners’ goal-directed actions for improving language [learning] ... completing a task, or making learning more efficient, more effective, and easier’ (Oxford, 2011, p. 167). Autonomous learners are also able to evaluate their own learning progress. Self-evaluation is ‘the very pivot of learner autonomy’ (Dam, 1995, p. 49). Only students know how much progress they make, as Barnes (1976, p. 21) points out:

What will the pupils take away with them? It will certainly be different from what the teacher believes himself [*sic*] to be teaching. Every pupil in the class will go away with a version of the lesson, which in some respects is different from all the other pupils’ versions, because what each pupil brings to the classroom will be different.

In Turkey, the assessment of students’ performance is generally product-oriented rather than process-oriented, and mainly based on exams. I believe that students in the Turkish education system harbour negative connotations about school exams because of fear of failure, which in many cases leads to parental displeasure. Furthermore, I am concerned that the pressure placed on children by exams does not contribute much to their learning and that they learn little from testing. This focus on exams and testing by teachers means students rely on others to judge their work. Therefore, we, as language teachers, should empower our students to self-evaluate their learning through our support and guidance, which is the approach I have chosen for this study.

Autonomous learners are able to reflect on their learning process. According to Murphy, Hauck, Nicolson and Adams (2005), reflection means ‘becoming aware of your [learners’] learning and everything connected with it’ (p. 60). Barnes’s statement, ‘we shall not be able to understand what they [the learners] learn without considering that they make sense of new knowledge by projecting it upon what they know already’ (1976, p. 22) also supports and emphasises the role of reflection in students’ learning experiences.

It may be a challenge for Turkish Anatolian High School students to self-evaluate and reflect on and deploy learning strategies in their language learning process, given that their learning histories are anchored in traditional approaches and they have no experience with autonomy-supportive classrooms (Saraç, 2013; Boyno, 2011). In order to instigate change to this effect in language learning and teaching, the MNE decided to set learner autonomy as a target (Ruzgar, 2008). I believe that by developing the right materials (Tomlinson, 2011) and providing appropriate assistance for students (Dam, 1995), technology can be harnessed to support learners in general (Shetzer and Warschauer, 2000) and Turkish students in particular to take increasing responsibility for their language learning. Pedagogical approaches in supporting autonomy in language learning generally suggest that students should be prepared to continue learning, even after schooling. As Nunan (2000) indicates, language learning is a lifelong endeavour that prepares students to become lifelong independent learners. The integration of technology-enhanced task design into classrooms can provide the opportunity for Anatolian High School students to gain the skills necessary to become lifelong learners. Language teachers should make an effort to foster autonomy by creating a learning environment that allows learners to engage in, reflect on and self-evaluate their learning, and helps them to

apply learning strategies, by designing appropriate (reading) tasks. In the current study, this approach will be explored in relation to reading tasks in particular.

There is a rich body of research dealing with the concept of autonomy in language learning. Some of the classic examples of pedagogical means to foster autonomy in formal educational settings include Dam's famous longitudinal research project Language Acquisition in an Autonomous Learning Environment (LAALE) (1995), which she carried out at secondary schools in Denmark and which yielded successful results. At the beginning, Dam divided her students into groups and gave each student a task, such as a picture dictionary where students wrote a description under the picture and shared it with the rest of the group. They also kept a personal diary about themselves in English, and in addition she gave them homework which involved writing a story or reading a book, the experience of which they had to share with the rest of the class once they had completed it. Once a week, students evaluated their own progress. After a few months, she gave her students more responsibility for choosing their group partners, activities, and homework content. Dam was responsible for introducing activities which were gradually taken over by her learners. As a result, her learners took an active part in the learning process and, by working collaboratively, they felt jointly responsible for the learning outcome. She further comments that their active involvement in the learning process provided a good foundation for evaluation during and after the project. She concludes that, although it was a very small study, the first attempt at passing control to the learners revealed some significant value for developing learner autonomy in an institutional context. Dam (1995) also asserts that giving choices to the learners motivates them. Additionally, having options 'requires reflection' (p. 43), which again highlights the awareness of learning

and that when students feel more responsible for the learning process they are involved in, it motivates them.

Riihimaki (2013) also researched secondary school students in the Finnish context aiming to find out whether certain key elements of autonomous classrooms, such as involving learners in decision making or in the evaluation process, were present in the classrooms and how the participants responded to this approach. She was surprised to find that, although teachers mostly agreed with the ideology behind autonomous language learning and already possessed skills that could be used to foster learner autonomy, it was not a feature of the English language classrooms, and because students were unfamiliar with autonomous language learning, it was not possible to foster it fully. She concluded that, in the current situation, giving more power to students might seem to be an unrealistic goal for teachers because they were not willing to give it up. A study conducted with high school students by Mohamadpour (2013) in a different context reported that Iranian language learners were not aware of learner autonomy and they were reluctant to take risks when learning English.

My study shows similarities to Dam's (1995) regarding the way it was set up, that is by designing and applying activities in the classroom to encourage collaborative autonomy. Mohamadpour (2013) and Riihimaki (2013), on the other hand, used questionnaires, rather than designing activities, and they failed to give further information about the nature of the studies where they carried out their research. Furthermore, those studies researched the same type of student (high school) in different contexts, but obtained conflicting results in similar settings (e.g. Danish and Finnish). My study will provide more evidence from a particular, Turkish, context with regard to the development of learner autonomy. The next section will focus on learner autonomy research carried out in the Turkish context so far.

2.2.4 Learner autonomy research with Turkish EFL learners

Language learner autonomy has been explored in the Turkish context with primary school pupils (Meri, 2012), university preparatory students (Mutlu and Eroz-Tuga, 2013) and Anatolian High School students (Boyno, 2011; Göksu and Genç, 2011; Ruzgar, 2008). There are mixed results.

Meri (2012) carried out a study with 60 Turkish primary school students aged 12–13 learning English in a technology-enhanced classroom context in east-central Turkey. Reading and vocabulary activities were designed using Dynamic Education (DynEd) software. As the activities proceeded, students increased their scores and levels. She found that the majority of children were confident enough to take control of their own learning without any problem. She concluded that students' motivation and autonomy increased through using DynEd, which had a positive effect on their confidence and performance. Mutlu and Eroz-Tuga (2013) investigated first-year university students who were trained through ICT for 5 weeks in language learning strategies to promote learner autonomy at a university in Turkey. They found that the participants' strategy use improved, they were more willing to take responsibility for their language learning and their motivation was enhanced. They concluded that computer-assisted language learning (CALL) played a positive role in promoting university students' autonomy. Göksu and Genç (2011) and Ruzgar (2008) looked at the effect of implementing the European Language Portfolio (ELP) on the reading skills of Grade 9 Anatolian High School students aged 14–15. Göksu and Genç (2011) investigated learners who were taught to read through materials prepared for levels A2, B1 and B2 in the ELP. The portfolio uses the levels in the Common European Framework of Reference for Language Learning. Students read several books (fiction) during the learning process and kept a portfolio

of activities related to reading in a technology-free environment. Göksu and Genç concluded that the majority of the learners realised that they read in English on their own, self-evaluated their reading levels and developed their reading skills, and some learners who had not previously enjoyed reading books had their views changed by using the ELP.

Ruzgar's study (2008) also revealed that using the ELP improved the students' autonomy in English reading. She, however, applied only a questionnaire at post-ELP use whereas Göksu and Genç (2011) used two self-assessment checklists as pre- and post- tests, interviews and the students' portfolios.

While these studies found that students were willing to take responsibility for their language learning, Boyno (2011) reports opposing findings and that Anatolian High School students did not want to 'leave their comfort-zones' (p. 14). He investigated Grade 9 Anatolian High School students and used questionnaires to find out about his students' perceptions regarding learner autonomy. He found that they did not have positive views about learner autonomy, especially those who had a lower level of English. He argues that individuals are brought up strictly 'under the control of their parents who decide on behalf of their children [and] this control is passed on to their teachers' (p. 14) when they start school. His observation is more in line with Sambur's (cited in Emeksiz, 2010) and Saraç's discussions that criticise the Turkish education system (see Section 1.1.6).

The results from the studies reported here are contradictory, which may be related to the respective methodological approaches. Some administered only questionnaires (Boyno, 2011; Ruzgar, 2008), others used both a questionnaire and an interview (Meri, 2012), and others (Mutlu and Eroz-Tuga, 2013; Göksu and Genç, 2011) applied more than two research tools. Although these studies investigated language learner autonomy (some in a similar context to

my study with Anatolian High School students), none of them designed any specific tasks to be carried out both inside and outside the classroom. Göksu and Genç's study (2011) and Ruzgar's (2008) shows similarities with Dam's (1995) and my study because they investigated a project (i.e. the use of ELP) that encouraged the use of learning strategies and learner autonomy respectively. Yet, the point of departure of my study is a framework for task design in technology-enhanced classrooms (see Section 3.7 for the framework) that aims to encourage learners to exercise control over their learning.

Having briefly reviewed the existing literature on learner autonomy, the next section looks at definitions of motivation and associated theories, such as intrinsic/extrinsic motivation and SDT, which are some of the key concepts underpinning my research.

2.3 MOTIVATION

Much has been written to establish that those who are motivated learn a L2 better than those who are not (e.g. Dörnyei and Ushioda, 2011; Deci and Ryan, 1985; Gardner, 1985). The importance of motivation in second and foreign language learning has been increasingly recognised ever since the social-psychological approach was introduced by Gardner and Lambert (1959, 1972). Their seminal work was based on the notion of integrative and instrumental motivation in second language learning and drew on an extensive study carried out in Canada. Integrative motivation, which is a key element of Gardner's theory, refers to the desire to learn a language for socio-emotional reasons (i.e. integrating into the community of the L2) and instrumental motivation relates to the desire to learn a language to obtain tangible goals (i.e. getting a prestigious job or becoming successful in an educational setting) (Gardner, 1985).

My MA study (Koruyan, 2009) shows that integrative motivation was not evident among Turkish Anatolian High School students of English and that they rejected Gardner's integrative motivation theory, the traditional type of 'identification orientation'. This is possibly because the majority of Turkish learners are conservative and loyal to their traditional values, especially in the south-east of the country. Investigating 95 students from the Department of English Language Teaching at Ataturk University in Erzurum, Elyildirim and Ashton (2006) found that students learnt English for numerous reasons including intrinsic ones (such as liking the English language and enjoying learning it) and instrumental ones (such as it helping them to get a good job or giving them prestige).

The pioneering study by Gardner (1985) and his socio-educational model led the field of motivational research until the 1990s. However, a number of researchers (e.g. Dörnyei and Ushioda, 2011; Oxford and Shearin, 1994; Crookes and Schmidt, 1991) have criticised Gardner's model for focusing too narrowly on integrative and instrumental dimensions of motivation, and paying little attention to the role of motivation in L2 classrooms.

As a result, to gain an in-depth understanding of motivation to learn a language in an institutional context, other approaches and concepts, such as intrinsic/extrinsic motivation and SDT, have been introduced expanding Gardner's socio-educational construct. I am not able in the space available to examine these comprehensively, but I will briefly elaborate on them in the next section.

In addition, some researchers (e.g. Noels, Clement and Pelletier, 2001; Dickinson, 1995) have tried to link SDT with Gardner's motivation theory (1985). For example, Noels (2001a) found that integrative motivation is correlated to both intrinsic and extrinsic motivation. Gardner (1985) argues that both integrative and instrumental motivation reflect extrinsic motivation

because language learning is undertaken to achieve a goal rather than out of pure interest. However, despite extensive research over the years in the field of motivation in language learning, the link between SDT and Gardner's motivation theory (1985) is not yet firmly established.

Having outlined the main strands in research on motivation for learning a second language, the review will now consider, in the following sections, definitions of motivation, and the concepts and theories that are relevant for the present study, namely intrinsic/extrinsic motivation and SDT.

2.3.1 Definitions of motivation in language learning

Corder's phrase '[g]iven motivation, anyone can learn a language' (cited in Skehan, 1989, p. 49) highlights the importance of motivation in language learning. Despite its generally unchallenged position and the amount of research undertaken in this field, there is no shared understanding of the exact nature of motivation and it is still an 'elusive concept' (Dörnyei, 1998, p. 128).

However, motivation has been explored extensively by several researchers and there seems to be an agreement over particular aspects, such as the force, desire or reason that initiates the persistence to achieve a goal. Gardner (1985) states that motivation is 'the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning' (p. 10); Dörnyei and Ottó (1998, p. 64) describe it as 'instigation force arises', 'initiates action', and 'persists'; while Williams and Burden (1997) divide the motivational process into three stages: (i) 'reasons for doing something, (ii) deciding to do something and (iii) sustaining the effort, or persisting' (p. 121).

As mentioned in Section 1.3, it may be difficult for Anatolian High School students to get motivated due to personal experience with language learning in formal education. For this study, I intend to use the common points of the definitions expounded by Williams and Burden (1997), Dörnyei and Ottó (1998) and Gardner (1985) (i.e. reasons to do an action, initiate and sustain it). This is because the introduction of the e-pad-enhanced task design may arouse initial interest, due to the attraction of the electronic gadget and novel tasks, and enable students to internalise, at least to some extent, what they are doing. However, it may not lead to students investing time and effort to sustain their interest in learning a language. This research will examine whether the e-pad supported, online reading tasks I designed and a student-centred teaching approach have an impact on students' motivation. After this brief overview of how the concept of motivation has been defined in the context of language learning, I will now discuss intrinsic/extrinsic motivation and SDT in language learning.

2.3.2 Intrinsic/extrinsic motivation and self-determination theory in language learning

According to Deci and Ryan (1985), self-determined individuals have common innate psychological needs for competence, relatedness and autonomy. Individuals have a feeling of competence when they face and overcome 'optimal challenges' successfully (p. 7); and they experience relatedness when they care for and are cared for by others (p. 7). The concept of autonomy has been reviewed earlier. Thus, innate psychological needs are closely related to intrinsic motivation. Ryan and Deci (2000a, p. 58) argue that intrinsically motivated students are those who, by feeling competent and self-determined, simply enjoy doing the activity itself, have fun and expand their own feeling of achievement while working on a language task. Deci and Ryan (1985) warn, however, that the task should not be either trivially easy or difficult beyond the capacity of the learner. They go on to say that it should be manageable

either working alone or in a group interdependently and that the feedback about the learner's effectiveness can enhance intrinsic motivation if accompanied by a sense of autonomy.

In addition, students sometimes may want to work on their own and sometimes may want to interact with others. Either way, those who are autonomous, whether they work alone or in a group, have what Deci and Flaste (1995, p. 90) call a 'natural, useful and healthy' way of employing their internal-driven force, which is intrinsic motivation.

As Deci and Ryan (1985) point out, intrinsically motivated behaviours are derived from the self and are authentic in the fullest sense of the term in the absence of any external influence. Still, one should not forget the nature of the classroom context. It may be hard for Anatolian High School students and teachers to immerse themselves in language learning to the extent of forgetting where they are and why they are there (Ellis, 2003, p. 252) because of the realities of the classroom context, especially in Turkey as discussed in Section 1.1.6.

However, as noted by Deci and Flaste (1995, p. 46), 'experiencing intrinsic motivation is a desirable end in its own right ... its own justification' and intrinsically motivated students forget themselves and the external world while carrying out a language activity, and feel free to explore and experiment for the sake of interest, pleasure and satisfying their curiosity. The online reading tasks in this study are designed in a way to intrinsically motivate students and help them to exercise control over their learning through the use of the e-pad. The strong link between intrinsic motivation and autonomy is emphasised through SDT, which will be discussed further in Section 2.3.4.

One of the official reasons given by the MNE for introducing e-pads is to motivate students in language learning along with other subjects. Therefore, this research will explore the impact of

technology-supported learning, namely the use of e-pads for fostering reading skills, on learners' intrinsic motivation and self-determination. It aims to examine whether the integration of technology-enhanced task design into classrooms helps to enhance students' intrinsic motivation and their ability and willingness to read in English within and beyond the classroom.

Extrinsic motivation, on the other hand, refers to learning the L2 as a means to an end, often stemming from external factors, such as receiving external rewards or avoiding punishments (Ryan and Deci, 2000a). Extrinsic motivation may be sufficient at the initial stage of L2 learning but, when the initial excitement begins to wear off, it may be impossible to sustain throughout what Dörnyei (1998, p. 117) calls 'the long and often tedious learning process'. Ryan and Deci (2000a) suggest that intrinsically motivated behaviours are 'the prototype of self-determined behaviour' (p. 65), while extrinsically motivated behaviours may vary in the extent to which they represent self-determination.

They present various types of regulation that are ranked from the least to the most internalised, ranging from *external regulation* to *integrated regulation*, which is the most autonomous/self-determined type of extrinsic motivation, that is performing the activity essentially for self-expression.

Researchers (e.g. Ushioda, 1996) argue that it is sometimes difficult to draw a boundary between intrinsic and extrinsic motivation because individuals can internalise extrinsic motives. Further, intrinsic and extrinsic motives may coexist and foster rather than exclude one another. The e-pad itself represents an element of extrinsic motivation; it is an external push into the classroom to help students take on some responsibilities for their learning and

become motivated providing its use is based on a pedagogically informed approach to task design in learning contexts.

The subjects of the current study will work on specially designed online reading tasks, which aim to benefit those who work on their own and/or want to interact with peers. The guiding principle for the tasks is to support students in making active and sustained contributions to their language learning, in valuing their learning and in gaining satisfaction from the learning process before the initial excitement (of e-pads) wears off. Thus, by transforming external regulation into their own internal control processes, Turkish Anatolian High School students may develop intrinsic motivation that, to some extent, may help overcome the problems outlined in Section 1.3.

A substantial body of literature supports the view that students with intrinsic motivation spend more effort and energy on learning a language and enjoy what they are doing; for example, using discussion groups and written documents as data sources, Boyd (2002) explored how a school literacy programme supported intrinsic motivation regarding ninth-grade high school students' reading and writing skills. She observed that students' discussion groups contributed to three key aspects of intrinsic motivation: perceived self-competence, autonomy and relatedness. Vaezi (2008) examined Iranian undergraduate students' perceptions about language learning motivation. Her questionnaire results showed that the Iranian students had positive attitudes towards learning English and they were motivated for extrinsic reasons.

Although my study shows similarities to Boyd's study (2002) in terms of age group and the construct under investigation (i.e. intrinsic motivation) and to Vaezi's study (2008) regarding the research focus, it differs from them as it attempts to foster intrinsic motivation with the

designed activities making use of e-pads. The next section will look at further related studies in the Turkish context.

2.3.3 Learner motivation research in the Turkish EFL context

My MA study (Koruyan, 2009) examined Grade 9 Anatolian High School students' motivational orientations and the results revealed that the majority had positive attitudes towards learning English for instrumental reasons (e.g. getting a good job). The results also showed that the students had high levels of intrinsic motivation to learn the language, but they also reported demotivating factors such as a boring classroom atmosphere and learning materials, and, to a lesser extent, extrinsic motivation for learning English such as getting a good grade at the end of the school year. Other studies carried out by Göksu and Genç (2011) and Ruzgar (2008) reported an increase in students' intrinsic motivation and autonomy in language learning, as discussed in Section 2.2.4.

On the other hand, Karahan's motivation study (2007) of Anatolian High School students revealed that they were both instrumentally and extrinsically motivated to learn English, but overall they were reluctant to attend English classes.

These studies are highly relevant to my current research in terms of the participants' age group and the context. However, they only asked questions to find out students' perceptions about their motivation; there were no activities designed that aimed to foster student motivation and observe student reactions to the tasks.

I have so far presented the concepts of autonomy and motivation, and their role in language learning supported by the literature in the field. I will now examine the relationship between motivation and autonomy in more detail.

2.3.4 The role of motivation in relation to autonomy in language learning

From the literature outlined above, it seems that intrinsic motivation and language learner autonomy comprise many components in common, such as learner independence, interdependence (relatedness), responsibility, choice and active engagement in learning. As Deci and Ryan (1985, p. 29) state, ‘intrinsic motivation will be operative when action is experienced as autonomous’.

Similarly, Ushioda (1996, p. 2) stresses that ‘autonomous language learners are by definition motivated learners’, and the development of learner autonomy is of interest mainly because of its potential relationship to the development of motivation (Murray, Gao and Lamb, 2011). Several researchers, as summarised by Benson (2007), also indicate that autonomy and motivation support each other through Deci and Ryan’s SDT (1985).

Another factor that underpins self-determination/autonomy is valuing. When language learners value their learning, they actively participate in the educational endeavour with a higher intrinsic sense of achievement (Ryan and Deci, 2000b, p. 60). Valuing comes from internalisation and integration, and from seeing how the learning can contribute to longer-term goals, which involves personal relevance. Therefore, when a learning activity is internalised, learners will ‘feel more competent, related and autonomous while doing the activities’ (Ryan and Deci, 2000b, p. 60).

Furthermore, sometimes we imagine characters and forget ourselves while reading a novel because the novel takes us to different lives and communities that are not immediately accessible and books connect us with other people with the power of the imagination (Pavlenko and Norton, 2007). Learners who imagine while reading may have ‘the actualising

tendency', which intrinsically motivates the persona and results in growth, development and autonomy (Rogers, 1980, p. 118). In other words, students may imagine themselves fluently understanding English in an authentic context (e.g. watching a YouTube video and/or reading a book and identifying themselves with the characters) and this imagination may intrinsically motivate them to work towards their ideal self. In addition, there is also substantial evidence from cognitive motivational studies that language learning success and enhanced motivation are conditional on learners taking responsibility for their own learning (Dickinson, 1995, p. 174), highlighting the relationship between motivation and autonomy in the educational setting. Even though the link between those two concepts has been investigated over the last decade, there is no research conducted in the Turkish context that explores the relationship in technology-enhanced language learning classrooms. This study, therefore, intends to shed light on this link in a bespoke setting that is e-pad supported learning of English in Turkey. I will now consider further related studies investigating the relationship.

I will begin with Lamb's study (2011) undertaken in a secondary school in the UK with a group of students of French and German. His research was structured around his students' group discussions about their language learning in relation to learner autonomy and intrinsic motivation, and he recorded the changes he observed for a period of over 2 years. He encouraged them to reflect on their views by providing them with various questioning techniques and activities, for example concept mapping, and then interviewed them at regular intervals. His data showed that learners had the desire to take responsibility for their learning, supported by their capacity to manage and regulate their learning, and their intrinsic motivation was equally increased. He also realised that the changes related to their sense of control over their learning were reduced, along with their intrinsic motivation, with the

increase of teacher control in the second year. Of particular relevance to the present study are students' reflections on their language learning and the type of participants Lamb worked with, that is secondary school students, but the research context is different.

Similarly, examining the intrinsic and extrinsic motivation of 322 native English university students registered in a first-year Spanish course at a Californian university, Noels (2001b) discovered that learners who perceived their teacher as less controlling and as providing informative feedback felt a stronger sense of autonomy and competence in language learning, which in turn enhanced their intrinsic motivation for learning the language. Her study is relevant to mine with regard to the way the feedback had a positive impact on students' feelings of autonomy and their intrinsic motivation. However, Noels's study was conducted with university students in a technology-free environment, whereas I am investigating the link between motivation and autonomy in a technology-enhanced school setting with further data sources in addition to questionnaires.

To sum up, the recent trend in L2 motivation research has been discussed along with the key points about motivation, particularly intrinsic/extrinsic motivation and SDT in language learning, and the link between autonomy and motivation. The next section will focus on potential demotivating factors that may be highly relevant to this study due to the circumstances discussed in Chapter 1.

2.3.5 Amotivation/demotivation

The remaining key concept in SDT is amotivation. Deci and Ryan (2000, p. 235) describe amotivation as 'a state in which people lack the intention to behave' and are not interested in language learning. An amotivated individual does not see the significance of their behaviour

and its consequences, and lacks a sense of control about preferred outcomes (Noels, 2001b). Dörnyei and Ushioda (2011, p. 143) define demotivation as ‘specific external forces that reduce or diminish the motivational basis of a behavioural intention or an on-going action’. Other factors could be internal to the learner, that is the extent to which learners value learning the L2, as discussed in Section 2.3.4.

Among the limited studies available on Anatolian High School students is my small-scale MA study (Koruyan, 2009). It revealed that the nature of the classroom activities, the teacher’s attitude towards their students, teaching methods and their relationship with students caused demotivation. A negative attitude towards English learning, focusing on exams, and the classroom atmosphere were also cited by participants as demotivating factors in their language studies (Koruyan, 2009).

According to Selçuk (2015), the success rate of students learning English in Turkey was 50% in 2011, and that regardless of the extrinsic pressures (e.g. family) to learn English, the proportion of students who did not show interest in lessons was very high. Exploring possible sources that triggered demotivation in EFL classes, Selçuk (2015) observed that class material, homework load, effects of past experiences, reading topics, length of reading passages, and perceiving reading in English as boring were demotivating factors. Rahman, Jumani and Basit (2010, p. 206) attempted to identify the factors that demotivated secondary school Pakistani students learning English and found the following: the lack of understanding of spoken English; textbooks perceived as being difficult; time pressure; pace of the lesson; and lack of use of modern technological aids.

As far as reading habits are concerned, investigating those of high school students in three provinces in Turkey, Bülbül et al. (2014) found that Turkish people did not have a positive

attitude towards reading books and Çocuk Vakfı (2006) also discovered that 70% of young people in Turkey do not read books at all. Bülbül et al. (2014) concluded that reading habits in Turkey are below world standards and related the reasons for not reading to the environment and the economic situation. These studies are relevant to my study regarding reading skills; however, they have limitations in that they only used self-reporting surveys and that they did not explore the reasons behind this lack of interest in reading. Therefore, this study will look into this reluctance in a school context by using qualitative research methods such as interviews, class blogs and a researcher journal.

Moreover, lack of student e-pad training can also be considered a demotivating factor, as discussed in Section 1.1.5. Although students may have the desire to use new technology and media, they may find it challenging to use them in a formal school context unless proper training is provided (Kurek and Hauck, 2014; Hampel, 2006). The MNE has not provided any e-pad training for the students (Varank and Tozoğlu, 2006), which could negatively affect their school performance. The MNE has also failed to provide pedagogical training for teachers which would have enabled them to design tasks that make the most of what the e-pad has to offer.

For the purpose of the study, it is useful to consider the factors that might demotivate Anatolian High School students. As a result it may be challenging for learners to tackle online reading tasks independently and/or interdependently in and outside the classroom due to the lack of previous experience of autonomous learning, as observed by Selçuk (2015), and a lack of training. Creating a supportive learning atmosphere emerges as a precondition for the development of autonomy and intrinsic motivation to read in English.

To conclude Sections 2.2 and 2.3, the studies cited present an overview of research regarding language learner autonomy and motivation in Turkish and non-Turkish contexts. Some studies (e.g. Dam, 1995) were designed to encourage learner autonomy and increase motivation, while others (e.g. Vaezi, 2008) asked questions about learner perceptions of autonomy and motivation. Furthermore, to date, the results of what little research there is on Anatolian High School students are conflicting (Boyno, 2011; Göksu and Genç, 2011; Koruyan, 2009; Karahan, 2007) and there is only one study I am aware of (see Section 2.4.3) which investigates the FATİH project with a focus on e-pad use (Samur, Garipağaoğlu and Karadeniz, 2015). It seems important to offer Anatolian High School students opportunities to apply and practise a variety of learning strategies, and to try different techniques while carrying out the reading tasks designed for the purpose of this study, which may lead to the development of learner autonomy and enhancement of intrinsic motivation alike. Therefore, this research will consider whether specially designed online reading tasks can raise students' awareness of the learning process and encourage them to take responsibility for their learning, which may increase intrinsic motivation.

The integration of e-pads into the learning process may assist students to this effect and help them in developing their own learning strategies. The following section is devoted to the second focus of this study: the use of ICT in language learning and its relevance to autonomy and motivation.

2.4 TECHNOLOGY-ENHANCED LANGUAGE LEARNING

Technology-enhanced language learning refers to language learning that takes place in a technology-rich environment and the range of technologies used in language learning

(Motteram, 2013), in my case the use of the e-pad in the Turkish education system. As Skehan (2003) argues, technology-enhanced classrooms are playing an important role in relation to motivation and autonomy in language learning. Sotiriou and Primalis (2013) also suggest that technology and its applications can be very powerful aids when delivering reading lessons, and that they can stimulate students' interest in reading.

2.4.1 ICT in language learning

Selinger (2001) states that:

ICT is found in all sectors of the workplace in developed countries, and it is becoming increasingly used in the developing world. Children of today, at the very least, need to become aware of the potential of new technologies in all aspects of their lives. The benefits for learning are increasingly being demonstrated and teachers' roles in the information age ought to be both expanding and changing to embrace these resources and to harness their potential for the future of children in developing countries.

In Turkey, there have been some attempts to introduce ICT into the education system as well as to other parts of social life over the last two decades. However, FATİH is the biggest attempt so far to integrate ICT into educational institutions so that students can gain the knowledge and skills required for the information age in general. Even though we are in a digital age and some, or maybe the majority, of my participants have access to gadgets such as mobile phones, PCs and/or laptops and use social media, they still need training in the use of the technology for learning (Gönen and Akbarov, 2015).

Another point made by Selinger (2001) concerns the teacher's role. Teachers should embrace technology and adopt approaches that enable students to take an active role in the learning

process. This does not mean that merely by providing technological tools, learning will occur on its own (Healey, 1999, p. 136), but rather, as Motteram (2013, p. 182) suggests, how to deploy those technologies in classroom practice and ‘how they mediate that practice’ are more important. Therefore, careful guiding of students, training of both teachers and students and designing of online learning tasks are needed so that learners can benefit from the use of e-pads in this digital age. Without proper guidance, accessing unrestricted information can in fact prevent learners from taking more responsibility (Murray, 1999), and may demotivate them. The literature (e.g. Hauck, 2007; Hampel, 2006) on ICT and language learning and teaching in particular also warns us that the use of technology needs to be informed by pedagogy rather than simply being technology-driven. This means that ICT should be part of a comprehensive pedagogical framework. The next section focuses on the concept of ‘digital natives’, a term coined by Prensky (2001).

2.4.2 Digital natives

Considerable attention has been given to the concept of ‘digital natives’. Prensky (2001) proposes that digital natives are those who have grown up with technology and rely on ICT. They have ‘spent their entire lives surrounded by and using computers, videogames, digital music players, cell phones and all the other toys and tools of the digital age’ (Prensky, 2001, p. 1). On the other hand, he claims that older generations born before the digital age are immigrants and cannot multifunction like digital natives, who are naturally skilled at using new and emerging technologies (Prensky, 2001). In response to Prensky, Mark Bullen, Associate Dean of the Learning and Teaching Centre at the British Columbia Institute of Technology, in an interview in 2008 on Open Education.net suggests that the claims about the digital natives’ generation needs to be researched. He continues that Prensky’s ‘speculations

[stem] from a techno-utopic view of the world and a fascination with technology'. Therefore, schools should be extra vigilant and not make the assumption that because we are in the digital age and many young people use new and emerging technologies, our students 'are able to apply them freely in a formalised learning context such as school' (Wheeler, 2011). As far as the Turkish context is concerned, it appears that very little research has been conducted and certainly none of the claims about this generation are based on that kind of research, or at least I have not been able to find any research suggesting that Turkish students are digital natives, especially in the south-east of Turkey. For example, Gönen and Akbarov's survey results with university students in Turkey (2015) showed that students 'need assistance to use mobile technologies for language learning purposes' (p. 120), and as Wheeler (2011) suggests, we should 'create engaging and exciting learning opportunities and environments' not only to give our students more chances to exercise control over the learning of English but also to motivate them by using technology. Even Prensky (2009) has revised his own theory and talks about 'digital fluency' rather than the false dichotomy surrounding 'digital natives and immigrants'. Accordingly, we should focus more on how to train our students to access consistent, reliable and authentic materials afforded by the use of technology informed by pedagogy as this study attempts to do. Students in this study will be provided with appropriate support, guidance and training so that the integrating of e-pad-supported language learning can be successful and help learners to gradually become autonomous. The next section discusses ICT and its link to autonomy and motivation in language learning.

2.4.3 The role of ICT in relation to autonomy and motivation in language learning

The role of ICT in developing autonomy and motivation has been vaunted over the years, with a number of assertions (e.g. Yaprak, 2014; Benson, 2011; Murray, 2005) made in favour of

computer-enhanced language learning. For example, motivating aspects of technology-enhanced language learning (e.g. Murray, 2005; Abdul-Razak, 2000) and autonomy and motivating aspects of technology (e.g., Samur et. al., 2015; Meri, 2012; Hampel and Hauck, 2006; Ushioda, 2000). The present study aims to build on these studies in a specific Turkish context. Today, technological devices, such as laptops, e-pads and smartphones, are common in language learning classrooms, at least in those parts of the world that are not affected by the digital divide (Brown, 2010). Most published research indicates that there is a correlation between positive affective states and additional incentives to learn a language (Ellis, 2003). In other words, technology-enhanced task design can act as an additional incentive to link autonomy and motivation as affective states. Through the use of the e-pad and appropriately designed tasks, students can participate individually and collaboratively in activities, such as carrying out online research to solve real-world problems and presenting the results as a group in the class. This can help learners to enhance their intrinsic motivation to learn the language and improve their reading skills (Chapelle and Jamieson, 2008, p. 65), along with developing strategies for reading online.

Furthermore, CALL researchers (e.g. Blin, 1999) indicate that they do not always find comprehensive frameworks used to explore the development of learner autonomy (see Section 2.5.3 for further discussion about task design). Therefore, it is crucial that attention be given to the way in which tools such as e-pads are used and indeed to the very purpose of using these tools in formal educational settings within a comprehensive pedagogical framework. This requires a clear vision of language learning objectives and task design, which is the starting point of the present study. The aim of integrating technology into the classroom should be to enhance motivation and develop learner autonomy, as Shetzer and Warschauer (2000, p. 176)

point out, due to the significance of autonomy as a lifelong capacity essential for success in the digital age. With well-designed e-pad tasks, language teachers can support this process by helping students to become well-motivated, autonomous, lifelong learners.

Thus the e-pad-enhanced tasks represent a great opportunity to deliver on two of the MNE's aims, which are to foster both learner autonomy and motivation. This study explores a way to make this happen. Lee (2000) also discusses the benefits of CALL: motivating students, increasing collaboration, experiencing learning, creating a warm, non-threatening and authentic learning environment, as well as exposing students to a greater quantity of authentic materials. Thirty-seven studies from 1970 to 2006 summarised by Grgurovic, Chapelle and Shelley (2013) indicate that overall results favour a technology-supported pedagogy in language learning.

Exploring Malaysian undergraduate students' motivational aspects in CALL classrooms, Abdul-Razak (2000) found that students in classes that used computers enjoyed English more than those who did not use computers, and it helped increase their interest and motivation for language learning. Al-Shammari (2007) investigated undergraduate students' attitudes towards CALL in Saudi Arabia and the post-treatment questionnaire data revealed that students' positive attitudes increased and they were motivated by using computers for their language learning. Finally, in the US context, Ducate and Lomicka (2013) investigated the use of a mobile device, the iPod touch, which was loaned for a year to 39 university students. Their study found that students felt that the iPod enabled them to have more exposure to language outside the classroom and that their learning increased more than if they did not have the device. They said that using the iPod was motivating, fun and interesting.

Concerning the Turkish context, Samur et al. (2015) conducted a study investigating Grade 9 Anatolian High School students' perceptions about using e-pads in their language studies. They applied group discussions, semi-structured interviews, class observations and questionnaires as research tools. Their data revealed that students appreciated having access to more authentic materials and that using e-pads in their language studies intrinsically motivated them and that they exercised control over their learning. Their participants also suggested the MNE should remove the restrictions and allow them to download apps for games as well as study purposes.

Yaprak (2014) presented a framework informed by Chapelle (2000) for the design of collaborative tasks in a CALL environment at a university in Turkey. The aim of her survey was to find out about university undergraduate students' initial attitudes towards CALL tasks and she used group discussions to determine their final attitudes. She found that a computer-assisted interactive and collaborative learning environment offered opportunities for interaction and collaboration via a discussion forum which supported language tasks that empowered the learners to be more autonomous. As a natural outcome of Task-based Language Learning (TBLL) and CALL, she concluded that studying in a multimedia environment motivated language students to activate and improve their reading skills.

As we have seen, there is research that has investigated the role of ICT in relation to motivation and language learning (Ducate and Lomicka, 2012; Al-Shammari, 2007; Abdul-Razak, 2000) and in relation to both motivation and learner autonomy in language learning (Samur et al., 2015; Yaprak, 2014). The latter is more readily comparable to my own research as it focused on task design for activities in CALL classrooms and applied Chapelle's framework (2000; as presented by Yaprak, 2014) (see Section 3.7 for details) and examined

the impact of the introduction of the e-pad in the Anatolian High School context (Samur et al., 2015). However, apart from the study by Samur et al. (2015), all of the aforementioned studies were conducted with university students. This study will expand on the existing research and will focus on Anatolian High School education, because research regarding the impact of ICT on autonomy and motivation in language learning is still lacking in the Turkish context and more studies are needed to establish this relevance in practice (Reinders and White, 2011, p. 1).

Having discussed technology-enhanced language learning and the potential influence of ICT on autonomy and motivation, I will now concentrate on reading in a L2 in general before moving on to technology-mediated reading in the L2 in particular.

2.5 READING IN A SECOND LANGUAGE LEARNING

The importance of reading for L2 learning has been widely acknowledged (e.g. Grabe, 2009), despite the complex nature of the reading process. Reading comprehension 'occurs when the reader extracts and integrates various information from the text and combines it with what is already known' (Koda, 2005, p. 4). Some people read for global comprehension while others focus on selective and detailed comprehension. Global comprehension means understanding the general meaning of what is read, whereas selective comprehension refers to being able to understand specific information in the text and detailed comprehension refers to the understanding of everything (Grabe, 2009).

L2 readers use various skills (e.g. scanning and skimming) and strategies (such as using a dictionary) for comprehension. The Turkish curriculum emphasises the importance of reading comprehension along with the other skills (noted in Chapter 1) that students need to acquire

during their study. This is because Turkey has been struggling to improve its education system and the quality of education lags behind many Organization for Economic Cooperation and Development (OECD) countries, such as Chile, Denmark, Greece and the UK (Alonso, McLaughlin and Oral, 2011). In the Turkish context, it is not easy to motivate students to read, because of the lack of parental support, economic difficulties, an exam-driven education system and no pre-existing reading habits, particularly in English (Selçuk, 2015).

Investigating Anatolian High School students' reading habits in Turkey, Bush (2014) found that Turkish students are motivated to read in English mainly by extrinsic motivation, so teachers should remind students to read. He concludes that his research could not support motivation as a strong predictor of reading comprehension scores and reading did not seem to be such an important part of students' social life.

Conversely, Course (2014) investigated the impact of a critical reading course on both students' reading habits and their intrinsic motivation in an Anatolian High School. She selected authentic texts from a variety of genres related to students' lives and interests. To give participants control over their learning, she encouraged them to bring their own texts as well. She distributed three questionnaires and carried out two interviews, one before and one after the intervention. The first aim was to find out their general reading habits in the context of language learning before embarking on her study. Students reported that they found reading lessons 'monotonous' and 'boring'. The post-treatment data illustrated that students found the texts she used were more interesting than the texts in traditional reading lessons. This had a positive impact on their intrinsic motivation to read more and they were willing to be more responsible for their reading in English. She criticised the traditional reading activities, stating that they 'provided neither novelty nor optimal arousal, hence failed to provoke curiosity or an

understanding that those skills that the activities offer will be meaningful for the students in their interactions with their environment' (Course, 2014, p. 152).

The studies above indicate that factors such as an exam-based system, lack of reading habits and traditional reading lessons may negatively affect students' motivation to read. However, interventions like those used by Course (2014) and Dam (1995) may be useful to motivate students to read on their own initiative.

Furthermore, Krashen (2004) talks about the importance of voluntary or recreational reading for the development of literacy. I believe that this type of reading is an important way to develop reading ability; it enables us, as Krashen (2007a) suggests, to improve our educated vocabulary, handle complex grammatical structure and increase our knowledge. Evidence accumulated from several areas shows that those who read more for pleasure show better development in reading, writing and grammar, as summarised by Krashen (2004). It is possible that when children read a lot, their knowledge of the conventions of writing, vocabulary and grammar is acquired rather than learnt and, as stated by Krashen (2004), it becomes part of the reader. Voluntary reading requires a stimulating environment. It has also been reported that stimulating an L2 environment for reading skills is widely recognised to be a prerequisite for successful language learning (Clark and Rumbold, 2006; Ellis, 2008; Krashen, 2007a). This could be particularly true when language learners are given opportunities to search through the internet around the topics with their e-pads to read what interests them (Krashen, 2007b). However, such stimulation may be challenging when the language is being taught in an L2 context, especially where the learner seldom encounters English outside the classroom, such as the students in this study, who live in the south-east region of Turkey. Thus language teachers can help their students by providing a stimulating

environment utilising enhancements offered by technology. Cho and Kim (2005) conducted a comparison study on Korean elementary students whose classroom activities included reading newspapers produced for EFL students. They concluded that those who read the newspapers voluntarily in their free time at school made significantly better gains in English than a comparison group (Cho and Kim, 2005). Participants in this present study will work on online reading tasks whose themes were chosen according to students' interests. Students will have opportunities to exercise control over the steps they take to learn English: by doing research on their own using the e-pad; producing their own work (i.e. presentations); or reading on their own beyond the classroom, all of which comply with the aim of the MNE which has introduced the e-pad to improve the quality of education in general and reading in particular; hence, the focus on reading skills in the present investigation.

I do not propose to examine skills and learning strategies for reading in general, because they are less relevant to this study. I want to concentrate on online reading skills and strategies instead, as I am looking at the use of technology to enhance reading task design.

2.5.1 Online reading

Reading on screen is very different from reading on paper. On paper, the reader has visual input only. In English, they start at the top and read from left to right until they reach the bottom. This is no longer the case when students read online. Online reading is non-linear and many of the pages are interactive with many entry points which are clickable, enabling the reader to jump from one page to another part and even from one point on the page to another. Additional features of text presentation on screen (e.g. font size, colours, images, sound and animation) can attract learners' attention when they read and may therefore influence the

process of L2 reading (De Ridder, 2000). For example, with on-screen reading, attention tends to be drawn initially to the visual signs (e.g. pictures) and then to the displayed text. While this also applies to traditional print, with on-screen reading students can scroll up or down and zoom in or out and multimodality may determine the student's approach to reading.

Online reading is believed to have several benefits, such as instant access to authentic resources through the internet and the opportunity to consult online dictionaries through hyperlinks to support reading comprehension (Levy and Stockwell, 2006). Such rich sources of reading materials can foster autonomous approaches and motivation in language learning when used with well-designed tasks. Hypertext links allow language teachers to add extra materials, such as YouTube clips showing content related to reading topics, or allow the use of search engines, such as Google, in order to find information and access relevant cultural topics or issues. Pegrum (2009, p. 38) points to the need for 'hypertext literacy', which is 'an ability to understand the rhetorical effects of links [...] and to respond to their navigational effects'. Such literacy is relevant, as computer-mediated reading can be hampered by difficulties finding websites with appropriate resources and relevant information, and some learners may lose track while searching for resources unless they are guided. Online readers have also been found to spend less time on detailed comprehension reading and instead tend to read a single bit of text without a sense of the context (Liu, 2009). The participants in my study use e-pads in their language learning. The positive (e.g. authentic resources, hypertext literacy) and negative (e.g. difficulty in finding appropriate resources, detailed comprehension) points about online reading made by these researchers may affect students' reading habits, their motivation to read and the strategies they deploy while carrying out reading tasks. The next section reviews online reading strategies.

2.5.2 Online reading strategies

Ellis (2003, p. 529) defines language learning strategy in general as ‘consisting of mental or behavioural activity’ within ‘the overall process of language acquisition or language use’. These processes are consciously chosen by students and, according to Cohen (1998, p. 4), ‘may result in action taken to enhance the language [learning] or use of a second or foreign language, through the storage, retention, recall, and application of information about that language’.

Learning strategies are important for autonomy and motivation. Unlike printed text, the multimodality of online reading provides multiple entry points and thus a variety of strategies (e.g. rereading, surveying the pictures, clicking on the hyperlink to navigate, inferring, keywords, annotation, words/sentences, zooming in or out, etc.) may be employed (Kress, 2003; Jewitt, 2002).

For example, students may not start reading from the top left-hand corner and then following the lines through as on a standard printed page, as is the convention in the Western world. The student’s attention may instead be drawn to pictures placed in the bottom right-hand corner, along with their meanings and how they are communicated to the reader (see Section 2.5.1). With online reading, they can also click on videos and/or on a word to take them to an explanation or definition and they have to find their way back, or it may take them to new, different input, content or even another story.

Liu (2005, p. 700) also indicates that a typical ‘screen-based reading behaviour’ is emerging, characterised by spending more time on ‘browsing and scanning, keyword spotting, one-time reading, non-linear reading, and reading more selectively’. Students in this study have the

option to apply various skills and strategies, such as using the online dictionary provided via hyperlink for support, searching online to gather information, scanning, skimming, zooming in or out, highlighting words and getting the meaning from the pictures or video clips. The focus of the next section is online task design.

2.5.3 Online task design

According to Nunan (2004, p. 4), tasks and task-based learning are among the core components of second language learning, and he defines a pedagogical task as ‘a piece of classroom work that involves learners in comprehending, manipulating, producing and interacting in the target language’. The model for task design at the method analysis level advanced by Richards and Rodgers (2001, pp. 20–31) is approach, design and procedure as follows:

- Approach refers to the theories about the nature of second language learning (p. 20);
- Design is the level of method analysis in which we consider (a) what the objectives of a method are; (b) [...] the syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the roles of learners [and] (e) teachers; and (f) the role in instructional materials (p. 24);
- Finally, procedure refers to the execution (p. 31).

According to Willis (1996), there are certain essential principles that teachers should adhere to in order to devise useful classroom activities for stimulating learning. Those principles are language exposure, use and motivation. In Willis’s opinion (1996, p. 11), ‘all good language learners take full advantage of their exposure to the target language in use’.

When learners are satisfied that they have succeeded through their own effort, either with or without teacher guidance, they will more likely participate actively the next time. Satisfaction, without a doubt, is the key factor in sustaining intrinsic motivation. The aims of the reading tasks designed for this study are to provide learners with ‘meaning-based activities closely related to learners’ actual communicative needs and with some real-world relationship’ (Levy and Stockwell, 2006, p. 249) in which learners have to ‘achieve a genuine outcome’, such as solving a problem (Klapper, 2003, p. 35). Success in achieving the outcomes of a task will probably stimulate the learner’s motivation. This, in turn, will lead them to seek out opportunities for exposure to and using English outside the classroom. (For example, using the e-pad to read more around the themes of tasks designed for this study). So, from the sociocultural perspective, the guiding principle for the tasks is to support students in making active contributions to their language learning either individually or collaboratively, as discussed in Section 2.3.2, and to intrinsically motivate them. An active role is one where students interact and produce their own work, especially at the post-task stage, which Skehan (2003) considers to be crucial in promoting learner autonomy and motivation in a technology-enhanced language learning environment.

In this environment, the class teacher, me, becomes a facilitator. The advent of technologies has clearly influenced language learning materials and task design. However, according to Chapelle (2000, p. 8) the development of materials is not often clearly informed by theories of L2 learning, and she proposes a set of criteria for task design in CALL: language learning potential, learner fit, meaning focus, authenticity, positive impact and practicality (see explanations of these criteria in Section 3.7). The tasks I designed follow these criteria. Some researchers (e.g. Hauck and Youngs, 2008; Hampel, 2006) have expanded her framework and

applied it in synchronous computer-mediated communication environments for distance education. Although Chapelle provides us with a basic theoretical framework, learner autonomy and motivation do not explicitly appear in this framework but do so implicitly through some criteria such as authenticity, learner fit and positive impact. This study, therefore, further expands Chapelle's model explicitly to provide a framework for task design to assess the impact of the e-pad-enhanced task design on the development of learner autonomy and motivation (see Section 3.7 for explanations of additional criteria, such as developing strategy use, creativity, reflection and self-evaluation). As a result, the tasks were designed to encourage a learner-centred approach providing opportunities for student interaction, collaboration and communication inside and outside the classroom.

The aim of this approach was to provide opportunities for students to take responsibility for their learning instead of being dependent on the teacher, which it was hoped would enhance students' intrinsic motivation as found in the Chinese context whereby intrinsic motivation for English learning was increasingly enhanced by a task-based EFL programme (Lau, 2009).

2.6 CHAPTER SUMMARY AND CONCLUSION

This chapter has reviewed learner autonomy, motivation and ICT in language learning. The literature review has shown the link between autonomy and motivation with reference to SDT in a technology-enhanced language learning environment with a specific focus on reading online. The conceptual framework of the present study is based on Deci and Ryan's SDT, Dörnyei's and Gardner's motivation theories, and Holec's and Kohonen's autonomy theories in language learning. The approach to designing the reading tasks is informed by Hampel's comprehensive expansion (2006) of Chapelle's framework (2000), which is further expanded

for the purpose of this research. The study focuses not only on how technology-enhanced task design influences learners' autonomy and motivation but also on the ways in which take-up of tools, such as an e-pad, by learners affects students' attitudes towards the technology-enhanced learning situation and fosters their motivation to read. The review has reported on several related studies. Some of them (Course, 2014; Yaprak, 2014; Dam, 1995) were specifically designed to encourage learner autonomy and intrinsic motivation similar to this study, while others (Boyno, 2011; Vaezi, 2008) asked questions about learner experience. This current study builds on previous research by applying different research tools and designing bespoke online reading tasks in order to add to knowledge in this field. Finally, and unsurprisingly, there is a lack of research on learner autonomy and motivation in an e-pad-enhanced foreign language learning Turkish context and on the effects of using e-pad supported tasks on reading skills in general. Therefore, this study is likely to contribute to knowledge and educational policy in this respect.

2.6.1 Research questions

The literature review has enabled me to finalise my research questions:

RQ1: How does the introduction of technology-enhanced task design affect the motivation of students to read in English in Anatolian High Schools?

RQ2: To what extent does the introduction of technology-enhanced task design enable students to exercise control over their English language learning in Anatolian High Schools?

CHAPTER 3 METHODOLOGY

3.1 INTRODUCTION

This chapter begins with an account of the case study approach and continues with a description of the methods applied, as well as the rationale that underpins both the case study and these methods. It outlines the research framework, research design and methodology employed to find answers to my research questions. I will then examine the role of the researcher in a case study context followed by a summary of the initial study. Subsequently, ethical considerations are discussed. Finally, the research participants, the sampling procedures, the data collection instruments and the data collection and analysis procedures will be explained.

3.2 A CASE STUDY APPROACH

The approach taken in this study was that of a case study which used both qualitative and quantitative methods. The case study looked at two classes in the same Anatolian High School, with a view to exploring technology-enhanced task-based language learning.

Gerring (2006, p. 17) considers the term ‘case study’ as ‘a definitional morass ... Evidently, researchers have many different things in mind when they talk about case study research.’ It is possible, however, to agree on some of the more common definitions. Yin, one of the most well-known advocates of case study research, describes it as consisting of ‘an empirical enquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used’ (2009, p. 14). In other words, case studies are

designed to provide a level of detail and understanding of a complex phenomenon using different data collection methods and the data collection is generally conducted within the context under investigation. The phenomenon in this present study is the introduction of technology-supported task-based language learning. This study can be described as an exploratory case study analysing and interpreting the language learning process resulting from the introduction of technology-supported task-based learning from the perspective of participants.

Case study research has some advantages. Firstly, researchers are able to closely explore and examine the data within a specific context (e.g. the Turkish educational context in this study) (Yin, 2009) in which the activity takes place (such as exploring the introduction of e-pad-supported task design in- and outside the classroom, as in this study). Secondly, it allows for both quantitative and qualitative analyses of the data. Thirdly, through interpretation of the data some conceptual themes may emerge. Finally, the study can be carried out within a timescale conducive to conducting an in-depth study on a small number of participants, while still gaining a significant understanding of the phenomenon that is specific to the particular context (McDonough and McDonough, 1997). It is also well suited to developing contextual understanding, such as information about the students' learning history and education system, because in case study research, 'contexts matter' (Burgess et al., 2006, pp. 58–9).

However, case study research has been criticised and this, in turn, has given rise to much discussion (Bassey, 1999), in particular the issue of whether the results from one case are applicable to other instances, thereby questioning the validity of case studies as a research approach. Yin (2009, p. 14) admits that points made about a lack of rigour and little basis for

‘scientific generalisation’ are valid criticisms. Yet, based on considerable experience of writing case studies, Sturman (1994, p. 236) comments that:

‘Case study’ is a generic term for the investigation of an individual, group or phenomenon. While the techniques used in the investigation may be varied, and may include both qualitative and quantitative approaches, the distinguishing feature of [a] case study is the belief that human systems develop a characteristic wholeness or integrity and are not simply a loose collection of traits. As a consequence of this belief, case study researchers hold that to understand a case, to explain why things happen as they do, and to generalise or predict from a single example requires an in-depth investigation of the interdependencies of parts and of the patterns that emerge.

In addition, readers might make ‘fuzzy generalisations’ Bassey (1999, p. 12). Yet, as a result of empirical research, a certain phenomenon may occur and ‘a qualified generalisation, carrying the idea of possibility but no certainty’ (Bassey, 1999, p. 46), can be made to wider contexts without offering any measure of probability. As Kosko (1994, p. 18) puts it, ‘everything is a matter of degree’. Furthermore, readers can also engage with case study findings by ‘naturalistic generalisations’, a process where connections are made by the reader (Stake, 1994, p. 86), as in qualitative research, achieving resonance through ‘transferability’ (Lincoln and Guba, 1985, p. 315). Through the process of naturalistic generalisations, readers can make choices based on their own intuitive understanding of the context, compare similarities in case study details and relate the descriptions to their own situations (Melrose, 2009, p. 1) according to their experiences. Geertz (1973) adds the notion of ‘thick description’, searching for similarities based on the thickness of the description in order to translate from one study to another, and Guba and Lincoln (1981) suggest ‘fittingness’, the possibility of the

extent to which the research findings match other situations. Engaging with the paradox of the study of a single case and the search for generalisation, Simons (1996, p. 225) says:

One of the advantages cited for case study research is its uniqueness, its capacity for understanding complexity in particular contexts. A corresponding disadvantage often cited is the difficulty of generalising from a single case. Such an observation assumes a polarity and stems from a particular view of research. Looked at differently, from within a holistic perspective and direct perception, there is no disjunction. What we have is a paradox, which if acknowledged and explored in depth, yields both unique and universal understanding.

This case study will provide information about an in-depth investigation of two classes in an Anatolian High School that explores technology-enhanced task-based language learning from the participants' perspective so that the reader might make comparisons with their own situations. This study will also provide information not only about the students' learning history and education system but also about an approach and results from a specific context, the Turkish context, which readers may adapt and build on. As Simons (1996, p. 225) points out, the data may yield both unique and universal understanding because to my knowledge as of yet, there is no published research on the use of the technology-enhanced task based learning in the context of Turkey.

As far as the validity issue is concerned, I applied a triangulation technique (see further discussion in the next section) by comparing the data gathered through different research instruments with each other and cross-checking the findings with the participants who were interviewed and two external researchers. Thus readers can compare my case with their own circumstances. As demonstrated above, there are some advantages to be gained from case

study research – notably the empirically rich, context-specific, holistic accounts that it provides (Willis, 2014). It has limitations, but no research approach is without its problems, and as Willis (2014) suggests, inherent weaknesses of one method can be potentially offset by situating them within a broader, pluralistic mixed-method research approach, which is the focus of the next section.

3.3 MIXED-METHOD APPROACH

In order to investigate language learner motivation and autonomy within the case study context, both quantitative (positivist) and qualitative (constructivist) approaches were applied in this study. Guba and Lincoln (1994) describe quantitative and qualitative approaches as incompatible, derived as they are from fundamentally different epistemological (i.e. how people obtain knowledge) and ontological (i.e. the nature of knowledge) positions, while others (e.g. Dörnyei, 2007) propose that they are not necessarily ‘mutually exclusive’ (p. 20). Some educational researchers, such as Yaprak (2014), Mutlu and Eroz-Tuga (2013), Göksu and Genç (2011), Koruyan (2009) employ a combination of both because as Larsen-Freeman and Long (1991) maintain, they can benefit from using an appropriate balance of approaches. The main reason for using a mixed-method approach in this study is to provide a more comprehensive understanding of the phenomenon, the influence of the e-pad- enhanced task-based language learning on learner autonomy and motivation, in relation to the research questions than that provided by a single approach alone.

Over the past 20 years, the mixed-method approach has been established and used as a third methodology, complementing the existing traditions of quantitative and qualitative approaches (Tashakkori and Teddlie, 2008) and its popularity in educational research has gradually

increased. Some researchers (Creswell, 2013; Tashakkori and Teddlie, 2008; Ellis, 2007) suggest that using mixed methods is more holistic, practical and beneficial because it can provide us with a way to construct meaning and inspect the world within the case study context. There is an emerging body of literature on mixed-method research in the Turkish educational context (e.g. Yaprak, 2014; Meri 2012).

Many studies investigating autonomy (e.g. Riihimaki, 2013; Boyno, 2011) and motivation (e.g. Boyd 2002; Gardner, 1985) in L2 research use a quantitative approach. This approach is valued for being precise and for producing reliable, replicable data and statistically significant results that can be generalised and straightforwardly transferred to other contexts (Dörnyei, 2007, p. 34).

However, studies may suffer by applying only a quantitative approach. Therefore, I have adopted a case study approach based primarily on qualitative accounts investigating technology-enhanced task-based language learning within its real-life context from the participants' perspective. In purely quantitative studies, the outcomes may result from greater or lesser motivation than the subjects' actual responses might show. Participants have more opportunity to reveal their thoughts and feelings through qualitative methods, such as interviews, than by simply ticking boxes in a questionnaire (Brown, 2001), especially since motivation is an 'unobservable construct' which is difficult to measure quantitatively (Dörnyei and Ushioda, 2011, p. 193). Thus, in order to look at the nature of students' motivation and autonomy and to address the research questions, qualitative data were gathered through interviews, class blog discussions and a researcher journal to provide potentially rich data and support the quantitative findings from questionnaires administered before and after the introduction of technology-enhanced tasks. One of the main aims of applying a qualitative

approach in the study is to explore and understand the role of motivation and autonomy within the language learning process by focusing on the reading skills while students carry out designated online reading tasks. It also helps to interpret the outcomes to build, as Creswell (2013) puts it, a holistic picture based on the researcher's interpretations and the participants' views about the phenomenon to find answers to the research questions. Therefore, the study can be described as an exploratory-interpretative case study which investigates the participants' views in relation to their experiences with the technology-enhanced task-based learning. Then, the data will be interpreted in relation to the research questions within the case study context.

Another aim for using qualitative methods in the study is to obtain an 'inside view of the phenomenon, getting as close as possible to the subject of the research to collect resonant, fertile data' (Walliman, 2005, p. 247).

As discussed in Section 3.2, qualitative methods, however, have been criticised with regard to their lack of objectivity and their sense of vagueness (Mertens, 1998). To increase the accuracy of the data, give more detailed information and understand a phenomenon, which is the effect of the introduction of technology-enhanced task-based language learning, a quantitative approach was employed in this research. This was because there is much potential for combining the two approaches into what Ellis (2007, p. 263) calls 'hybrid' research, which is ideal for exploring the complexities of language teaching and learning. Today, the mixed-method approach is more important than ever for thicker description and increasing verification of the data serving the research purpose (Tashakkori and Teddlie, 2008). Thus, I used this approach to gain a richer picture and gather potentially more comprehensive 'means of legitimising findings than by using either quantitative or qualitative methods alone'

(Dörnyei 2007, p. 62), because the research methods and instruments in this study consist of both qualitative and quantitative components (i.e. questions including what, how and why).

According to McDonough (1999), no method chosen for data collection is without its problems, and there is always a potential risk that the method predetermines the kind of results gathered. However, using a mixture of 'hard' and 'soft' data, as Denzin (1978, p. 186) points out, ensures stabilisation of the data and interpretive clarity for this study. To enhance reliability, clarify potential doubts and reduce the scope for bias within the case study, the results gathered from different methods of data collection were compared to achieve triangulation.

Lincoln and Guba (1985, p. 315) point out that triangulation is a check on data and constructions of data, while Cohen et al. (2007, p. 141) state:

Triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and in so doing, by making use of both quantitative and qualitative data.

Thus, this study draws on diverse sources of data, such as interviews, closed and open-ended questions from the questionnaires, class blog reflections and a researcher journal.

As Tashakkori and Teddlie (2008, pp. 15–16) have indicated, mixed-method research can:

- answer research questions that the other methodologies cannot,
- provide better (stronger) references,
- provide the opportunity for presenting a greater diversity of divergent views.

Having highlighted a case study approach, quantitative and qualitative methods, and their strong and weak points, along with reasons for opting for a mixed-methods research, the following section will centre on my role as a researcher.

3.4 THE ROLE OF THE RESEARCHER

As an insider – a teacher to my students and a colleague of the other English teachers – working with two specific classes as my ‘case study’, I was familiar with all the participants. I had the advantages of greater knowledge and understanding of the community, easy access to the educational establishments (e.g. the MNE), and a working relationship with the students and within the institution. I was born, grew up and lived in the same community until the age of 20. Therefore, I share common cultural values, history and language with the students, which helped me to understand the case study context better and saved me time developing an understanding of the setting (see Section 1.1.2). I was also able to engage with the research participants easily and used shared experiences to gather a rich set of data (Dwyer and Buckle 2009). However, Burgess, Sieminski and Arthur (2006) warn that insiders should be careful not to be too familiar by ‘taking things for granted, displaying bias towards the informants and finding it hard to ask questions about shared events and experiences’ (p. 36). Thus, insiders should be critically aware of the research context and aware of their own assumptions. Plowright (2011, p. 72) cautions that there are potential conflicts in the researcher’s role, such as a lack of ‘emotional distance’ from the issues that may arise. I separated my personal experience from my participants by approaching them professionally and making a conscious effort not to take anything for granted or to make any assumptions. I was aware of the power based in the role I was holding as their teacher. I therefore encouraged the participants to say what they wanted in response to the question and asked for clarification if I was not sure what

they meant during the interview process. I was also aware of the possibility that participants told me what they thought I wanted to hear. I guarded against that by paying attention to whether my participants' responses contradicted my journal observations. I felt confident in their answers because they seemed to reflect the feelings I noted in my journal. Furthermore, I had to be aware of my own prior assumptions about the participants, such as their interest in reading and level of motivation. I followed ethical procedures; for example, during the interview process, students were reminded of the aim of the research and its potential benefits, such as the impact of this study on developing as a language learner, the effectiveness of ICT (e.g. the use of e-pads) both in and outside of classrooms, and the task design in relation to language learner autonomy and motivation. I also reminded them that their participation and answers would not affect their grades in any way and gave them the opportunity to opt out at any time.

On the other hand, I am not a complete insider, because I have been away from the research context for more than 18 years, have studied in other countries, and have become used to different cultures and education systems, which has helped to increase my objectivity for the study. Thus, I consider myself to be both an insider bringing a detailed knowledge of the context to the case study and an outsider, bringing objectivity, and I remained mindful of the risk of potential personal bias.

3.5 INITIAL STUDY

The initial study investigated the impact of technology-enhanced task design on learner autonomy and motivation at an Anatolian High School (see Table 3.1). The aim of the initial study was to pilot and refine the research instruments and research design for the main study.

Table 3.1 Participating school and students

Phase	School	Classes	Students
Initial study	1	2	58
Main study	1	2	70

3.5.1 Design of the initial study and its influence on the main study

The research methods used for data collection in the initial study, that is two questionnaires (see Appendix E/1 for the pre-task questionnaires and Appendix E/2 for the post-task questionnaires), an interview (see Appendix E/3), a lesson plan (see Appendix E/4) and an online reading task (see Appendix E/5), were designed and tested in preparation for the main study. This provided the opportunity to avoid problems such as potential ambiguity of questionnaire items, instructions and timing constraints, and to ensure reliability and validity of the items in the questionnaires and interviews. Findings from the initial study suggested that some changes were necessary. Some of the items in the pre-task questionnaires were long and required simplification and others asked two things at once, while a few of them did not fully embody the meaning of the concepts that I wanted to investigate and were not necessarily addressing the research questions. Those items that had worked well were retained and the remainder was removed; additional autonomy-related items were added to the pre-task questionnaire for a better balance between the areas I was investigating: motivation and autonomy. In addition, some adjustments were made in the post-task questionnaires to get more specific responses to address my research questions. I rephrased some items, removed some because they were not related to the research questions, changed the rating scale of some

to uncover degrees of participants' opinions, and added some additional information to some items because many students asked for clarification and to ensure the reliability of the pre-task questionnaire. The revised questionnaires can be seen in Appendix F/1 and F/2 and in Section 3.8.2.

For the initial study, I designed a post-task interview schedule focusing mainly on the bespoke online reading task. Some items in this interview turned out to be leading questions and some needed to be more specific. Otherwise, I would have ended up with vague statements from the students and would not have been able to use them to answer my research questions. As a result, for the main study adjustments were made to the language used and more items were added to increase the quality of the information gained from the post-task interview. I also designed an additional interview schedule for the main study, concentrating on any unclear responses in the pre-task questionnaire and additional information regarding students' learning history and their reading habits (see Appendix F/3 for the pre-task interview).

Furthermore, some findings from the initial study also led me to expand the methods of data collection in the main study by adding a class blog discussion and a researcher journal to gather richer and more authentic data. As suggested by Seliger and Shohamy (1989), data should be a good representation of the content of a construct intended to be measured to increase the validity of the study (see Section 3.8.3 for more detail on changes to the post-task interview, Appendix F/4 for the revised schedule and Appendix F/5 for the class blog guidelines).

For the initial study, I designed one reading task only with fewer independent and interdependent activities, and I did not relate my approach to the design and administration of the task to theoretical considerations, such as framework to task design. Therefore, for the

main study, I designed three new reading tasks using ideas adapted from the literature on task design and on autonomy.

The evaluation of the data from the initial study suggested that, despite the issues noted above, the design of the reading task had a positive impact on the participants' intrinsic motivation. The initial study also provided some insight into the ways in which using the e-pads to perform the specially designed tasks allowed students to become less dependent on their teacher and to gradually take on greater responsibility for their own learning, both independently and interdependently.

Overall, these findings from the initial study indicated that the research approach would allow me to address the research questions in the main study. The next section discusses the ethical issues considered before carrying out the initial and the main study.

3.6 ETHICAL CONSIDERATIONS

Young learners were researched in this study. Therefore, permission was sought and approval was received from the Open University Human Research Ethics Committee and the MNE (see Appendix A/1 for the approval of the study HREC/2012/1253/Koruyan/1, Appendix A/2 for the application for permission to the MNE and Appendix A/3 for approval from the MNE), and the ethical guidelines from the Open University Human Research Ethics Committee were followed. Informed consent was obtained from both parents and participants (see the information letter and participants' consent form in Appendix G) before embarking on the study. Parents received a letter informing them about the study and an explanation of what participation would entail. They were also told that completion of the questionnaire would be treated as consent to the use of anonymised data for research purposes. The information in the

letter covered the aims of the research, the purpose for which the data would be used, the possible benefits of the study, the extent to which student responses to the questionnaires would be kept confidential and when the data would be destroyed, and the tasks that they were expected to carry out. It was also explained to students that they should not feel obliged to take part in the study and that they had the right to withdraw from the study at any time, should they wish to do so. Measures were taken to ensure the confidentiality of the data on a password-protected computer, and the participants and school were assured that I would protect their anonymity in any future publications based on the research.

Students were also informed in the pre-task questionnaire that they would be contacted again in a few months' time to find out about their experience with the tool. Another ethical issue that should be taken into consideration is the interview process. Miller and Glassner (2011) underline the potential drawbacks that might arise because of the power inequality between the researcher and the participants, which was addressed in Section 3.3, and draw attention to the importance of mutual trust and the relationship between both parties for effective communication.

As a result, information was provided to students before the interview processes, for example they were told the approximate length of the interviews and asked for a convenient time. Participation was voluntary and they could withdraw from the interview at any time.

The information given to participants also highlighted that this study would not affect participants' time spent at school or their marks, regardless of the content and outcomes of the study. The MNE, school and participants would receive a summary of the research.

3.7 MAIN STUDY

3.7.1 Participants

The main study was conducted with a total of 70 participants from the two classes I was teaching. They were all from the same social context and background in Turkey. The average age of the participants was 15 and they were all Grade 9 students. After completion of Grade 9, students are divided into three departments, namely Humanities (i.e. History, Geography, Turkish Language, etc.), Social Science (i.e. Maths, Biology, Physics, etc.) and English Language.

In addition, students who want to study in the English Language Department have to take an English entrance examination to get accepted. Those who do not pass the exam have to go to one of the other departments.

The participants' level of English was between A2 and B1 (Ertürk et al., 2015) and was assessed in the second week of September 2013, before the academic year started. By the end of the academic year, students are expected to be at level B2 according to the MNE, which follows the Common European Framework of Reference for Languages and Levels.

3.7.2 Sampling

The Anatolian High School where the main and initial studies took place has 204 Grade 9 students divided into six classes of a comparable size. The participants in the study (a total of 70 students) made up the two classes that I was given to teach. This was partly because it was easier to study my own students and manage the workload (Hammersley, 1993), but was also because I was not allowed to observe and/or study other classes.

These two classes formed the basis of the case study and represented a third of the overall population of Grade 9 students. There is no reason to suggest that the classes I was given to research were different from any of the other classes in the same year; thus, it is possible that the findings will reflect the situation in other classes and provide a broader picture in terms of e-pad-enhanced language learning in Anatolian High Schools.

Pre- and post-task questionnaires were distributed to all students in both classes (pre-task stands for ‘before’ and post-task stands for ‘after’ the introduction of technology-enhanced task-based learning and the completion of all three specially designed reading tasks). Pre- and post-task interviews were conducted with a number of students (two pre-task and six post-task), who indicated their willingness to participate through the pre-task questionnaire for the pre-task interview and at the completion of reading tasks for the post-task interview (see Table 3.3 below for the timetable).

3.8 DESIGN AND ADMINISTRATION OF THE READING TASKS

The pedagogical focus of this study is to facilitate learner autonomy by encouraging learners to take some control of their learning and enhance motivation through online tasks specifically designed to enhance the development of reading skills (see the actual tasks and texts in Appendix D and the lesson plans and outline of the main study tasks in Appendix C). Table 3.2 presents the criteria proposed by Chappelle (2000, p. 8).

Table 3.2 Criteria for CALL tasks (Chappelle, 2000, p. 8)

Language learning potential: The degree of opportunity present for beneficial focus on form.
Learner fit: The amount of opportunity for engagement with language under appropriate

conditions given learner characteristics.
Meaning focus: The extent to which learners' attention is directed toward the meaning of the language.
Authenticity: The degree of correspondence between the learning activity and target language activities of interest to learners out of the classroom.
Positive impact: The positive effects of the CALL activity on those who participate in it.
Practicality: The adequacy of resources to support the use of the CALL activity.

In addition to the criteria in Table 3.2, the tasks and activities in the tasks in this study are designed to encourage learners to collaborate with each other, and to provide opportunities for active participation and discussion. Hampel (2006, p. 113) suggests that task design should take account of the affordances of technology for specific purposes. For the purpose of this study, online dictionaries and YouTube videos were provided via hyperlinks. Further, because online reading is different from reading hard copy text, different reading strategies could be developed through online reading activities, which would enhance learner autonomy. Finally, evaluation should also be included in the language learning process. The theoretical approach described in Chapter 2 has influenced the design and administration of the e-pad-based reading tasks for the participants in the main study. There are three tasks (1 Fun festivals, 2 Malala's story, 3 Women's football). Each task involves reading text and is divided into a number of steps (e.g. first task: 9 steps, second task: 7 and third task 10). Each step involves learners in activities. Each task was completed over a number of lessons each lasting 40

minutes. The criteria used for the design of the tasks are explained here and illustrated in Appendix C/1a and C/2.

Language learning potential: The main focus of the reading activities of these three communicative tasks was on meaning. However, students worked on linguistic aspects (i.e. vocabulary) of the reading (see Appendix C/a, Task 1, Step 4). Focus on form was planned to take place either at the beginning or at the end of the lessons, which I explained where and when necessary depending on the objective of the lesson.

Learner fit: The curriculum of the MNE stresses the importance of students' engagement in the learning process so that they have the desire to participate in classroom discussions. However, the themes and the nature of the reading tasks in the course books provided by the MNE fail to reach this aim. The reading topics (see all the tasks in Appendix D) were therefore chosen from the needs analysis conducted at the beginning of the 2013/14 academic year (see Appendix B), paying careful attention to students' interests, age and language capacity (Chappelle, 2000) to enable them to participate actively and willingly in the learning process, both independently and interdependently.

Meaning focus: The learner's attention was predominantly on the meaning of the language while carrying out the reading tasks (see Appendix C/1a, Task 1, Steps 3, 4 and 5). The negotiation of meaning took place during students' discussion and interaction with each other to exchange information gathered from what they had read and researched on the internet, both inside and outside the class (Ellis, 2000).

Authenticity: The brainstorming activities and YouTube videos draw on learners' prior experience and use authentic material that the learner is likely to encounter outside the

classroom; for example, the ‘GAP festival’ which was held at the end of October 2013 for one week in the city where the research is set, and which the majority of high school students and teachers attend every year. Authentic materials were used to encourage learners to participate actively in the language learning process and enhance their motivation, especially while working on reading tasks. Nunan (2004) also stresses the importance of introducing authentic texts into the learning situation.

Positive impact: CALL activities were intended to have a positive impact on students by allowing them to engage and interact with each other during pair or group work to share and exchange information. The tasks also allowed students to build on their cultural knowledge (Hauck and Youngs, 2008) by providing ready access to sources (e.g. topic on fun festivals) of information that might not otherwise be available.

Practicality: It is very useful and effective for students to go online, search and find information to complete their tasks in seconds with their teacher’s guidance where and when necessary, and in this sense an e-pad was very practical (see Appendix C/a, Task 1, Step 6 for online searching). It was also easy for the students to combine the information they had searched for and then present it via the Smart Board.

Collaboration: Pair and group work, whole class feedback, group presentations and class blog discussions enabled collaboration within and between the groups (see Appendix C and D for an outline of all the tasks). The collaboration provided an opportunity for negotiation of meaning and communication in the target language.

Interaction: The tasks allowed students to meet and interact with each other in and outside the class to work collaboratively, which was intended to enhance students’ language development

(Ellis, 2003) and reading skills. In the final steps of the tasks, students were also required to engage with each other through posting their ideas about the activities and through the atmosphere created in the lessons, and they were instructed to comment on each other's ideas if they wanted to. This provided students with the opportunity to reflect on their thoughts in the form of discussion, which encourages more collaborative autonomous learning among students (Hampel, 2006, p. 12) and enhances their motivation to read more.

Developing strategy: Instructions guided students to help them with the development of strategies (e.g. students supported their presentation with YouTube clips and visual images to give a clearer message of their presentations to the other groups) and helped them to work with the e-pad in and outside the class by searching online and conducting interviews. Students looked at visual materials that allowed for open interpretation, used online dictionaries provided via hyperlinks, highlighted words when they needed it, and they searched for information from the links provided (non-linearity). Furthermore, the activities also enabled students to use metacognitive strategies, such as problem solving, monitoring and planning while working together.

Creativity and imagination: When students delivered their presentations from their own ideas, they decided to wear traditional costumes for Task 1, which brought authenticity to the classroom. They supported their presentations with YouTube videos and pictures, and one group sang when presenting their project. Furthermore, some students created images of a girl in their head, drew a picture of that girl, then compared 'Malala's' pictures with theirs and reflected on what they imagined creatively (Task 2, Step 1). In his TED talk, Robinson (2006) indicated the importance of creativity in education. They also showed creativity by suggesting how the use of e-pads in language classrooms could be improved.

Affordances of modes: The tasks take the affordances of different modes, such as visual images, YouTube video clips and online dictionaries, into consideration, which helps to convey the meaning of the reading text. In this study, students used selected modes for specific purposes, for example students were able to interpret the pictures to predict what the text was about (see Appendix C/1a, Step 1). The third reading text and task were about ‘women’s football’, which contained a YouTube video of ten goals (see Appendix C/3a) chosen from the Women’s World Cup held in Azerbaijan in 2012. Watching the goals was intended to generate students’ interest in the topic. An online dictionary was provided via web-links to enable students to look up and decode the meanings of words (see Task 2, Step 4 in Appendix C/2a). Students supported their findings with images and/or audio and/or video clips for more effective and motivating presentations (see all the tasks for group presentations). They were able to post their ideas via the class blog as well (see all the tasks, last activity).

Reflection: Students were becoming aware of their learning (Murphy et al., 2005, p. 60) by reflecting on the learning process at the end of each group presentation. Students also posted their views and ideas on the class blogs about the activities, lessons, atmosphere of the class and their presentations (see the outline of reading tasks for the last step in Appendix C).

Self-evaluation: Furthermore, students had the opportunity to evaluate their own reading levels at the pre- and post- tasks stages. They also reflected on their reading levels at the feedback stages, during interviews and class blog discussions. Evaluating learning is very important for the development of learner autonomy (Dam, 1995).

Overall, the aim of the online task design was to motivate language learners and to provide activities that students could engage with independently and interdependently, thereby helping their development as autonomous learners beginning to take control over the learning of English. The texts used are prepared according to Level B1 of the Common European Framework of Reference for Language Learning.

The online reading tasks were administered from 6 November to 11 December 2013 (see Table 3.3 below for the timetable). The students were divided into seven groups of five in both classes. Task instructions were displayed on the Smart Board for the students to follow. I presented the pre-reading activities (e.g. warm-up and lead in) (see Appendix C/1a, Task 1, Steps 1 and 2) through the Smart Board to set the context of the reading task and to get the students to start talking about the topics that they had chosen so as to have a positive impact on the students from the beginning (see the outline of all three reading tasks in Appendix C). I then left the students to do the rest of the activities on their own and at their own pace, allowing me to observe and note down in my journal the students' reactions to the e-pads and online reading tasks during the remainder of the lesson.

The brainstorming activities were designed to activate learners' prior knowledge about topics which I previously established were interesting to them. The materials used were authentic and/or they were taken from scenarios that students would most likely come across outside the class, such as attending cultural festivals. Affordances of online dictionaries also assisted students to negotiate the meaning when interacting with the texts (Ellis, 2003). The main focus of the tasks in this study was on meaning with a little attention paid to form. For example, skimming, scanning and careful readings were mainly meaning-based (see Appendix C/a, Task 1, Steps 3 and 4), and reading for detailed comprehension was form-focused (Step 5) as

required by the Turkish curriculum to practise for English. The tasks were also designed to provide opportunities for students to take responsibility for their learning instead of being completely dependent on the teacher, which was expected to enhance their intrinsic motivation.

For example, Task 1, Step 6 enabled students to search online individually for relevant information, and they then worked together to combine what they had found and presented it (Step 7) in the class. In some instances, (see outline of reading Task 3, Step 4 in Appendix C/3a) students conducted interviews and in others they searched online to find out what the challenges associated with ‘women’s football’ in Turkey were, and had to come up with practical solutions in their group (see Task 3, Step 5), which showed that they intended to be actively involved in the language learning process. In this way they also developed search strategies (‘hypertext literacy’) and problem-solving skills in the L2.

Thus, activities were meaning-based and closely related to students’ communicative needs. They were also designed to give students opportunities to work together to collaborate, which was hoped would have a positive impact on the learning process and improve their reading skills, which is essential for language learning as claimed by Oxford (1997). Learners were also invited to reflect on the presentations they delivered and on the classroom atmosphere at the end of each task, both face-to-face in the class and outside the class via the class blog.

3.9 MAIN STUDY DATA COLLECTION INSTRUMENTS

Table 3.3 Timetable for data collection and implementation of the reading tasks

Pre-task questionnaire circulation (N = 70)	1 October 2013
Pre-task interviews conducted (N = 2)	3 October 2013
First reading task implemented (N = 70)	6–13 November 2013
Second reading task implemented (N = 70)	13–15 November 2013
Third reading task implemented (N = 70)	29 November–11 December 2013
Class blog (N = 70)	8 November–20 December 2013
Researcher journal (N = 70)	16 Sept 2013–16 June 2014
Post-task interview conducted (N = 6)	20 December 2013
Post-task questionnaire circulation (N = 70)	25 December 2013

3.9.1 Introduction

This study employed four instruments: pre- and post-task questionnaires (see Appendix F/1 and F/2); pre- and post-task interviews (see Appendix F/3 E/4), one conducted after the pre-task questionnaire and the other after the completion of the online reading tasks; a class blog for participants' discussion (see Appendix F/5); and a researcher journal (see Appendix K/4 for journal extracts). As in the initial study, pre-task stands for 'before' and post-task stands 'after' the introduction of technology-enhanced task design.

As a researcher, I was instrumental in obtaining my research findings and then interpreting them. Therefore, in order to minimise potential bias, I recruited two professional colleagues to review my data, such as interview transcripts and my interpretations, along with two certified translators (see Sections 3.9.2 and 3.9.3 for more detail about the translation of my data) to check my translations. In addition, I also consulted my students to check that my interpretation concurred with their experiences. In this way, findings were verified to ensure that the results produced were reliable and supported conclusions drawn.

3.9.2 Questionnaires

It is widely believed that questionnaires have many advantages, such as being efficient in terms of research effort, time and cost (Dörnyei, 2010); focused; easy to conduct on a large scale; preserving the anonymity of participants (Brown, 2001); and providing standardised answers, which afford a good deal of precision and clarity (McDonough, 1999). For all these reasons, questionnaires were used in the current study. Two types of questionnaire were employed: pre- and post-task questionnaires. Internal consistency of both the questionnaires was tested and the Cronbach Alpha Reliability Rating was found to be 0.95.

This means that pre- and post-task questionnaire items showed good internal consistency. In both questionnaires, a Likert-type scale system of 1–5 ranging from a negative to a positive response ('1 = strongly disagree to 5 = strongly agree'), yes or no and multiple-choice self-report items were used. The Likert scale technique is frequently used in social-psychological motivational research (Gardner, 1985). The average scores were categorised as follows: 1.0–1.9 (Very low = Very negative); 2.0–2.9 (Low = Negative); 3.0–3.7 (Moderate); 3.8–4.2 (High = Positive); and 4.3–5.0 (Very high = Very positive).

3.9.2a The initial study

The pre-task questionnaire for the initial study (see Appendix E/1) consisted of 60 items. Items 1–41 and 58–60 were written for this study. Items 1–25 aimed to gather data on participants' experience with computer technology (e.g. mobile phones, e-pads, computer skills); item 26 self-evaluation of their reading skills; items 27–30, 36 and 37 their previous reading habits; items 31–34, 40 and 41 their expectations in relation to the introduction and use of the e-pad and its potential influence on their reading skills; items 35 and 36 their expectation of English lessons; and items 58–60 the e-pad training sessions. The other items were adopted from the literature and have been widely used in social-psychological motivation research (items 42–57) (e.g. Dörnyei and Ushioda, 2011; Deci and Ryan, 1985; Gardner, 1985) and language learner autonomy research (items 26 and 39). In addition, participants could express further opinions by answering open-ended questions.

The post-task questionnaire consisted of 55 items (see Appendix E/2) and was designed to collect data about participants' experience with the e-pad and their views on the tasks designed for the study (see Appendix E/5 for the task) to address the research questions. Items 1–4, 14, 16–18 and 22–24 aimed to gather data about general attitudinal and motivational aspects, which were adopted from Deci and Ryan (1985) and Gardner (1985) and adapted for this study.

Items 5–15 and 19–20 were designed to collect information about the task design and the use of the e-pad with respect to intrinsic motivation. Items 25–37 were related to aspects of language learner autonomy following completion of the reading tasks and the use of the e-pad along with the participants' self-evaluation of their reading skills (item 38), their reading habits (items 39–40) and the influence of e-pad use on learning English and reading skills

(items 41–43). Items 1–4, 14, 16–18, 22–24 and 38–43 aimed to determine the differences in students' responses following a period of working with the e-pad. Finally, items 45–55 were related to the English lesson on the topic of 'wedding traditions', which a participant attended in December 2012, focusing on the length, difficulty, vocabulary of reading texts and the activities (YouTube clips, wedding pictures, instructions and searching on the internet and group presentation) in relation to the research questions.

3.9.2b The main study

As a result of the experience gained in the initial study, some changes were made in the pre-task questionnaire for the main study. For example, items 2 and 3 were removed because they were not necessarily addressing the research questions and they were not clear. I rephrased item 4 because it was vague. Item 38: 'What do you read?' was ambiguous; thus, it needed to focus more on specifics, and additional information, such as 'novels, newspapers, magazines', was included. I also changed the scale of items 31–34 from yes or no answers to a Likert-type scale to get a degree of agreement/disagreement for a better analysis. More items (38, 39, 46, 52, 56, 58, 62 and 65–70) were added to increase the validity of the pre-task questionnaire with regard to aspects of motivation and autonomy. Some of the added items were used for the purpose of double checking, that is to determine the consistency of the participants' answers. For example, some positively worded items were accompanied by negatively constructed items covering the same content (items 46 and 52–54) to enhance the reliability of the data. Moreover, the initial study had only two items dedicated to addressing language learner autonomy. Some additional items (56 and 65–70) were included in the pre-task questionnaire to gain a wider understanding of the students' views on language learner autonomy.

Regarding the post-task questionnaire, it focused equally on constructs of language learner motivation, autonomy and experience with e-pad-based online reading activities. The main purpose of the post-task questionnaire was to determine the differences in participants' responses following a period of engagement with the tasks and the e-pad. To a lesser extent, I also looked at new insights that could complement what I had already collected from the other instruments, such as the post-task interview, the class blog and the researcher journal, to ascertain the validity and reliability of the data collected.

The initial study suggested various changes to the tasks devised for the main study. Accordingly, some additional items (37, 38, 41, 42, 44, 45 and 74) were included in the post-task questionnaire in relation to those newly designed online reading tasks and their implementation (see Appendix C for the outline of the tasks and Appendix D for the actual tasks used in the main study) and the wording in some items was modified in order to take those tasks into consideration.

Both the pre- and post-task questionnaires were written in English and then translated into Turkish by a certified translator who is an expert in applied linguistics (see the questionnaires in Appendix F/1.b and F/2.b for the Turkish version). I finally translated the items back into English from Turkish to verify the translation.

The pre-task questionnaire was administered in the first week of October 2013 and the post-task questionnaire in the last week of December 2013. I let the head of the school know two weeks before administering each questionnaire. He had already given his consent for the research project, and I kept him informed about its progress.

Questionnaires were distributed during regular class time and I explained to the students what they needed to do. I reminded them of the confidentiality of their answers and their right to withdraw from the study if, for example, they found any question to be offensive. The subjects were left to complete the questions at their own pace. The pre-task questionnaire was completed on average in 30 minutes and the post-task questionnaire in 40 minutes, and I thanked them for their cooperation. My duties as a researcher included administering the questionnaire and storing the data collected on a password-protected computer.

Questionnaires, however, do have some limitations. According to Dörnyei (2010), if not well-constructed, they can produce unreliable and invalid data. Another significant disadvantage is that of being mechanical, especially with closed items. Undoubtedly, ticking boxes cannot reproduce the complexity needed in order to answer the kind of research question at the centre of the current study. As a result, this study employed the interview method to provide additional insights.

3.9.3 Interviews

According to Punch (2009), the interview is a very important data collection instrument in qualitative methodology because it is a very effective technique for accessing respondents' views, thoughts and constructions of reality. Brown (2001) draws attention to the main advantage of employing interviews, stating that 'the data obtained are relatively rich and spontaneous' (p. 76). Therefore, this study drew on interviews to explore the subjects' views in order to help answer the research questions. Semi-structured interviews were used to collect data on variables such as aspects of motivation (RQ1) and autonomy (RQ2) in language learning. Semi-structured interviews can help to uncover patterns of behaviour as well as the

subjects' own views and understandings of events (Burgess et al., 2006; Strauss and Corbin, 1990), such as motivation and autonomy in language learning, specifically – in the context of the present study – the development of online reading skills. The description of the interview process is divided into two phases, the initial and main study.

3.9.3a The initial study

The initial study used a voice-recorded post-task semi-structured interview (see Appendix E/3 for the interview schedules). The interview aimed to investigate students' experiences with the online reading task and e-pads. Thus, the questions were formulated to gather information about the online reading task and e-pad-based activities to explore issues related to motivation and autonomy further, in order to answer both RQ1 and RQ2. For this interview, some specific questions were determined in advance, mainly relating to the online reading task and partly to the data gathered from the pre-task questionnaire. It shed further light on the issues covered while at the same time leaving space for elaboration and clarification in respect of subjects who may have found it difficult to express themselves in the class, and for in-depth exploration of certain areas depending on the way in which the interview developed.

The questions were asked in Turkish to ensure full understanding by the students (Burgess et al., 2006). It was predicted that learner answers would provide evidence of:

- whether the activities that they carried out were enjoyable, motivating or challenging
- the theme of the reading text and whether they liked it or not
- their way of learning
- the difficulty of activities
- their overall feelings about using the e-pad and the online reading tasks

- the way the English lesson on the online reading topics was given
- their perceptions on what they gained from using e-pads to learn English
- the class atmosphere.

3.9.3b The main study

Pre-task interview

The pre-task interview questions (see Appendix F/3) were about the confirmation and clarification of a few items in the pre-task questionnaire, for example:

- their computer skills
- their level of fluency in reading English and reading skills
- the potential influence of the e-pads on their reading skills
- their preparation/training for the use of e-pads
- their attitudes toward the learning situation and learning English
- their working style (e.g. alone/pair/group work).

The reason for focusing on the above was to clarify ambiguities found in students' responses in the pre-task questionnaire. For the pre-task interview, two students were interviewed as they were the only two to indicate their willingness to be interviewed in the pre-task questionnaire. Therefore, the questions were limited according to those two students' responses; however, similar ambiguities were also detected in other students' answers. The interviews were conducted two days after the completion of the pre-task questionnaire (see Table 3.3 above for the timetable).

Post-task interview

Item 8 in the post-task interview in the initial study was found to be a leading question (see Appendix E/3) and items 1, 3, 4 and 6 needed to focus more on specific information.

Otherwise, I would have ended up with unspecific statements from the students and I would not have been able to use them to address my research questions. Questions 8 and 9 about students feeling confident and comfortable were added to gather more views about the class atmosphere (see Appendix F/4 for the post-task interview questions).

The post-task interview aimed at investigating students' experiences with the e-pad. The questions were formulated to gather information about the online reading tasks to further explore issues related to motivation and autonomy in order to answer my research questions. This interview was based mainly on the reading tasks and partly on the data gathered from class blog discussions and the researcher journal. In addition to the aims given in Section 3.8.3a, it was anticipated that learner answers would further provide evidence of:

- how comfortable and confident they felt in the class
- the class atmosphere and any other information depending on the students' responses.

The post-task interview also aimed to explore how students' responses to the questions in relation to motivation and autonomy had changed because they had used the e-pads for some time to engage in the reading tasks. It was hoped that the answers would provide evidence of the differences in students' motivation and autonomy while carrying out the online reading tasks relevant to the research questions. Six out of fifty-four randomly chosen volunteers were interviewed after the completion of the tasks. The pre-task interview was conducted in the first week of October 2013 and the post-task interview in the third week of December 2013. All interviews were conducted in a friendly and relaxed atmosphere. The interviewees were asked to specify a setting and time convenient to them. It was hoped that giving options to choose the setting and time would empower the interviewees and encourage them to provide more honest and accurate answers. As suggested by the students, the interviews were conducted

after classes between 13:00 and 14:30 one student at a time in the teacher's room over a period of two days. The interviews, which were recorded with the interviewees' consent, were 20–25 minutes long. The interview questions were in Turkish and the recordings were transcribed and then later translated into English by me and two certified translators to check for consistency.

In addition to the interviews, students' reflections, through a class blog, were also considered as an aspect of being an autonomous learner (Murphy et al., 2005), which will be discussed next.

3.9.4 Class blog

As emphasised earlier, the important feature for this class was the technology component, so I created a class blog for my research and used it in the form of a discussion alongside interviews to explore my students' views on the online reading tasks and activities. Hookway (2008) states that blogs have been recently used as a form of internet communication but they have not been widely applied as a qualitative data collection method. Thus, this area warrants further development by social researchers as an instrument to collect rich qualitative data.

Students were given an additional whole class activity expanding the reading task through further reflection. They used the Gmail account that I created for two classes and posted their views on the class blog by answering the questions displayed on the blog about the class atmosphere, the presentations, what they had gained from the lesson, and anything more they wanted to add (see Appendix F/5 for class blog guiding questions). They were able to provide comments on the ongoing discussions that were in line with O'Neil's view (2005, p. 7) that blogs are a 'seemingly infinite multiplication of voices'.

It was anticipated that contributions to the blog would provide evidence of:

- students' awareness of their own learning
- the classroom atmosphere
- the strategies that they used during the class preparation and presentations
- their awareness of development in their reading skills
- other unpredicted aspects that could be relevant to the concepts I am investigating.

This approach allowed all students, including those who are less confident, to express their opinions if they wanted to, not just those who were interviewed.

As a result, some of the data from the blog was driven by what my students wanted to discuss, not by what I wanted to find out in relation to motivation and autonomy to answer my research questions. Bailey and Nunan (1996, p. 20) make it clear that autonomy is developed when language learners contribute to their learning process along with their self-motivation. The class blog was administered from 8 November to 20 December 2013. It is also important to look at the learning environment from the class teacher's perspective, which is discussed in the next section.

3.9.5 Researcher journal

From the beginning of teaching these two classes, I kept a journal. This involved the systematic recording of personal feelings and thoughts on students' reactions towards the use of e-pads and online reading tasks, both before and after the classes, over the period of the study and beyond as both a researcher and a teacher. My journal was a supplement to the other research methods used in this study. Researcher journals are increasingly finding their way into social research (Plummer, 2001). According to Toms and Duff (2002, p. 1233), social

scientists have used diaries (journals) as a method for gathering information regularly to understand social life. To understand the learning life in my classrooms, from the start of the academic year, I recorded the students' learning process to capture the 'ever-changing present' (Elliott, 1997, p. 3).

3.10 DATA ANALYSIS METHODS

3.10.1 Questionnaires

As Burton (2000, p. 215) suggests, '[c]ase studies can and should include numerical measurement'. In line with Burton (2000) both quantitative and qualitative research techniques can be legitimately used in case studies together with an appropriate statistical programme, (a Mann-Whitney U test in this study, see further discussion below).

After collecting the data from the pre- and post-task questionnaires (see Section 3.9.2a above for the rationale of the questionnaires), the responses to the questionnaires were entered into Excel spreadsheets to produce average and median rankings. The average rankings have been used to present and compare responses to individual questionnaire items in Chapter 4. The medians have been used to test the significance of the differences in rankings between the pre- and post-task questionnaires. The questionnaire items which had been answered using a five-point Likert scale by the respondents were coded in Excel using the exact numbers that the respondents had circled and the responses to 'yes or no' items in the questionnaire were coded as 1 for 'yes' and 0 for 'no'. In case of negatively worded items, the scoring system was reversed. Then, the medians of the raw data for each aspect of motivation (e.g. intrinsic motivation) and autonomy (e.g. collaboration) were used in the SPSS program for the

statistical analysis (see Appendix H for an example of the raw data for attitudes towards learning English, with median rankings).

A frequently-used test of the significance of pre- and post- test differences in a case like my study is a Mann-Whitney U test. It is the non-parametric test alternative to the *t*-test for independent samples. Non-parametric statistics were appropriate for my study due to the fact that the data was not normally distributed (Hatch and Lazaraton, 1991). Thus, instead of comparing means of the responses from the two questionnaires, such as would happen in a *t*-test, the Mann-Whitney U test compares medians by calculating a U statistic based on the rank order of the data points. This allowed me to compare the ranking and showed the change in ranking between the pre- and post-task questionnaire responses and provided a statistical test to complement my qualitative data. This test also enables comparison of two non-paired groups that do not need to be of equal size as in the case of my study. I have a different number of questionnaire items related to some of the concepts (e.g. intrinsic motivation) in the pre- and post-task questionnaires. Some items had been reworded or removed and others had been added as explained in Section 3.8.2. Therefore, I used this test to find out whether there were overall significant differences in the rankings between the results from the pre- and post-task questionnaires.

3.10.2 Qualitative analysis: (interviews, open questions, class blog and researcher journal)

The qualitative data which consisted of interviews, open-ended questions in the questionnaires, class blog discussions and my research journal entries were analysed through thematic analysis. Thematic analysis is a widely used qualitative analytical method (Roulston,

2001). According to Boyatzis (1998, p. 4), thematic analysis is ‘not another qualitative method but a process that can be used with most, if not all, qualitative methods ...’ and Ryan and Bernard (2000) place thematic analysis within major analytic traditions (such as grounded theory). However, Braun and Clarke (2006, p. 79) consider this as a method in its own right defining it as ‘a method for identifying, analysing, and reporting patterns (themes) within data’. Thus the main aim of thematic analysis is to search for themes (patterns) across the whole dataset. Analysis of some of the findings derived from these sources was data-driven, but some was theory-driven. This means that some of the main categories/themes were constructed by the researcher from theories and concepts in the literature in relation to the research questions, and some emerged during analysis. The analysis in this research involved ‘a constant moving back and forth between the entire data set’ (Braun and Clarke, 2006, p. 94) looking for themes/categories in relation to my research questions. In other words, the data was analysed using constant comparison to identify and compare themes/categories from different data sources (e.g. interviews and class blog discussions). Constant comparison is a way of maintaining a close connection between codes (categories/themes) and data gathered from different research tools throughout the analysis (Charmaz, 2008). The data is then compared with the categories/themes and the categories compared with the concepts (e.g. motivation/autonomy) to check that there is consistency in the way the data has been coded. Thus when coding, I had the main themes (e.g. motivation and autonomy) already in mind in relation to the research questions. I was also mindful of other categories that seemed to arise out of the data (e.g. blog reflections, researcher journal entries) and regularly compared those ideas with the data. I repeated this process from the start of my data collection and analysis and continued to the end until I found no new themes. While analysing the data, I followed thematic analysis guidelines by identifying patterns, through the process of data familiarisation

and data coding, across the qualitative findings which could provide answers to my research questions. In other words, I moved back and forth, as suggested by Braun and Clarke (2006), to check whether my application of codes to the data was consistent. Before coding the data, I familiarised myself with my data by transcribing the recordings from the interviews and translating them from Turkish into English. I then read all the data and made some notes about students’ voices in relation to learner autonomy and motivation and then initial codes were generated (see Figure 3.1).

Data extract from post-task interviews	Coded as
<div>1. The introductions were very nice and I love them.</div> <div>2. The video clips and photos as visual and audio aids stay in our memory for a long time and</div> <div>3. your questions about directing us to think about a girl who fights for women’s education rights really encouraged us to visualize the girl and imagine her situation and the difficulty she may have faced.</div> <div>4. The pictures from the Fun Festival made me think better about the festivals and now I want to visit ‘Ice sculpture festival’ in Canada.</div>	<div>1. Students’ enjoyment of brainstorming activities = positive impact of warmer activities on students’ motivation.</div> <div>2. The positive impact of the affordances of ICT on learner motivation in language learning = the powerful visual images are observed here.</div> <div>3. The power of imagination on students’ language learning = students may want to read more and find out more about the girl = desire to read more.</div> <div>4. The impact of students’ learning in the class on their real life = a bridge between classroom and outside world.</div>

Figure 3.1 Data extract: initial examination of the data

After identifying initial patterns through the process of data familiarisation (see Figure 3.1 for a sample of interview data extract from post- introduction of technology enhanced tasks), I began grouping the ideas into the main themes/categories, motivation and autonomy (see Figure 3.2 for the relationship to the main themes shown in numbers). The initial analyses of the transcripts from the interview recordings, answers to open-ended questions, class blog discussions and researcher journal observations were carried out manually for the main themes (e.g. learner autonomy and motivation). Thus, I first sorted the data into the main themes of motivation and learner autonomy (see Figures 3.2 and 3.3).

Data extract from post-task interviews	Coded as
<ol style="list-style-type: none"> 1. The introductions were very nice and I love them (motivation). 2. The video clips and photos as visual and audio aids stay in our memory for a long time (ICT may lead to motivation) and 3. your questions about directing us to think about a girl who fights for women's education rights really encouraged us to visualize the girl and imagine her situation (motivation to read) and the difficulty she may have faced. 4. The pictures from the Fun Festival made me think better about the festivals (ICT may motivate to read more about the festivals) and now I want to visit 'Ice sculpture festival' in Canada (bridge between classroom 	<ol style="list-style-type: none"> 1. Motivation 2. Motivation 3. Motivation 4. Motivation

and outside world may encourage students to read more and have the desire to visit the place).	
--	--

Figure 3.2 Data extract from post-task interviews: initial examination of the data with the main codes applied

Question 3: KK: Do you like this way of learning in general?

ST: Yes, I like it very much. **[Motivation]**

KK: Can you explain it a bit more please?

ST: The introductions were very nice and I love them. The video clips and photos as visual and audio aids stay in our memory for a long time and your questions about directing us to think about a girl who fights for women’s education rights really encouraged us to visualize the girl and imagine her situation and the difficulty she may have faced. The pictures from the Fun Festival made me think better about the festivals and now I want to visit ‘Ice sculpture festival’ in Canada. **[Motivation]**

KK: Ok, I see.

KK: What else?

ST: The interview activity gave me the confidence to go and ask questions to other students or teachers. **[Autonomy]**

KK: How do you know that you felt confident?

ST: I felt that I could take responsibility for what I was doing. We should always take responsibility for our jobs or duties and in this class you encourage us to find out or discover ourselves as we did when we prepared and present our presentations and conducted the interview. **[Autonomy]**

KK: Did you like this way of learning then?

ST: Yes, of course.

KK: Did you find the interview activity and preparing and presenting difficult?

ST: They were very demanding but rewarding activities and we learnt a lot of things.

[Autonomy]

KK: For example?

ST: We learnt how to be critical and how to ask questions with confidence and learnt how to find information in a short time, we learnt not be afraid of asking for help and we learnt how to evaluate our lessons by discussing them critically. **[Autonomy]**

KK: I am glad that you like the lessons.

KK: Do you like learning English involving the use of a tablet (e-pad)?

ST: Yes, of course. **[Motivation]**

KK: What did you like about it in particular?

ST: The tablets have brought excitement to the class and everybody loved them. They are always busy with them. **[Motivation]**

KK: Do you think they are busy with them learning or just busy doing something else?

ST: I don't know exactly but I definitely use it for learning.

KK: Can you give me an example please? How do you use it for learning?

ST: I search on the Internet about my lessons as I did in this class. **[Autonomy]**

KK: For example?

ST: I searched about 'Malala's story, Women football and Fun festivals'. **[Autonomy]**

KK: Do you have any suggestion as to how the use of the e-pad in the lessons could be improved?

ST: Yes, in the class we can read aloud while the e-pad is recording and then listen to our own

voice and improve our pronunciation. [Autonomy]

KK: What else?

ST: We can do similar research as we did with you and send the draft of our presentation to our teachers for feedback and then we can correct it and present the result in the class.

[Autonomy]

KK: What else?

ST: The MNE should extend the content of the e-pad. [Autonomy]

KK: What do you mean by the content?

ST: Like iPhone. It has a lot of apps.

KK: For example?

ST: Skype, Tango and YouTube etc.

KK: In which way would the way you suggest improve the lesson?

ST: We should be able to access to websites to discover new things, downloading new apps or we can create our apps. [Autonomy]

KK: What types of apps?

ST: I don't know, like vocabulary building apps, or vocabulary bank.

KK: Anything else?

ST: May be reading websites like 'bugclub'. [Autonomy]

KK: Why?

ST: Because it helps to improve my reading and it is free. [Autonomy]

Figure 3.3 Data extract from post-task interviews for initial analysis of the main themes, motivation and autonomy

The detailed analysis of the transcripts from qualitative data was carried out by highlighting words (see Appendix I/2 for an example of more detailed analysis), phrases and sentences that related to the main themes and sub-themes identified as detailed in Figure 3.4. Here, we can see the relationship between the main overarching themes (e.g., learner autonomy and motivation) and the sub-themes (e.g., intrinsic motivation, attitudes towards language learning, instrumental motivation, collaboration, exercising control over language learning and so on) within them. The content of the table is coded as follows:

Red colour represents learner autonomy and its aspects/sub-themes.

Yellow colour represents motivation and its aspects/sub-themes.

Green colour represents the positive impact of the affordances of ICT on learner autonomy and motivation.

Grey colour represents reading habits (negative or not interested)

Blue colour represents amotivation/demotivation.

The coding is explained in the text in bold (e.g., IM stands for intrinsic motivation). (See coding explained in Figure 3.5 and coding key in Appendix I/1).

Data extract from post-task interviews	Coded as
Explanation of the colour-coding: Red: Learner autonomy and its aspects/sub-themes Yellow: Motivation and its aspects/sub-themes Green: The positive impact of the affordances of ICT on learner autonomy and motivation in language learning	

Grey: Reading habits [not interested]

Blue: Amotivation/demotivation

Question 1: How did you find the activities in lesson, on the topics “women football, fun festivals and Malala’s story” in general?

ST: They were really **nice** and I totally **enjoyed** everything. This is the first time I have spoken so much English in English class. **[Intrinsic motivation]**

KK: Did you like the activities in this class?

ST: Yes I did.

KK: Can you explain your answer please?

ST: I know that you devised the activities to get us involved in the learning process and participate more in the class and I can say that you succeeded. The activities were **motivating** and I **liked** them and my friends seemed to **like** them as well. **[Intrinsic motivation]**

KK: Did you find any particular activity that made you think it was boring?

ST: No, not at all. They were **fantastic**. **[Intrinsic motivation]**

Question 2: What did you think of the themes of the reading texts in general?

ST: Fun Festivals, Malala’s story and Women’s Football were **remarkable themes** but Women’s Football was unusual for our people and it provoked many students to speak and participate more than usual. **[Positive influence of task design on intrinsic motivation]**

Question 3: Do you like this way of learning in general?

ST: Yes, **very much**. The introductions were very nice. The **video clips** and **photos** **as visual and audio aids** stay in our memory for a long time and **your questions** about directing us to think about a girl who fights for women’s education rights really **encouraged** us to visualize the girl and imagine her situation and the difficulty she may have faced. **The pictures** from the Fun Festival made me think

IM

IM

PITDIM

better about the festivals and now I want to visit “Ice sculpture festival” in Canada.		
[Positive attitudes towards learning English = Motivation]-[Teacher influence on intrinsic motivation]-[Positive impact of the affordances of ICT on intrinsic motivation]		PATLL, THIM, PIICTIM
KK: Really?		
ST: Yes		
KK: What else?		
ST: The interview activity gave me the confidence to go and ask questions to other students or teachers. [Intrinsic motivation]-[Taking risk = Learner Autonomy]		IM, TR/LA
Question 4: How did you find the activities in terms of difficulty in general?		
ST: They were not difficult at all, I think they were at the right level for the class and they were easy for me because I studied English for 3 months in Oxford and I understand what I read.		
KK: How was the course in Oxford?		
ST: I found it hard at the beginning but later I got used it and since then I have been trying to improve my English. [Intrinsic motivation]		IM
KK: What are you doing to improve your English now?		
ST: Reading online newspapers, listening to music, chatting with my friends I studied English together in England through Skype, regularly talking to you, reading books from the “bugclub” website which you suggested to me.[Positive impact of the affordances of ICT on intrinsic motivation]		PIICTIM
KK: Did you find it difficult to work with your group?		
ST: No, it was enjoyable and everybody worked well. [Intrinsic motivation]-[Collaboration = Learner Autonomy]		IM, COLL/LA
Question 5: Overall how would you describe your feelings about using an e-pad in carrying out the tasks on the topics “women’s football, fun festivals		

<p>and Malala's story"?</p> <p>ST: Without the e-pad, I would not be able to search for information and find it in a short period of time. It has changed the atmosphere of the class and motivated most of us, certainly me. [Positive impact of the affordances of ICT on motivation]</p> <p>Question 6: How do you feel about the way the English lesson on the topics "Women's football, Fun festivals and Malala's story" is given in general?</p> <p>ST: The lessons were very motivating and the atmosphere of the class was nice. [Intrinsic motivation]-[Positive attitudes towards learning situation = Motivation]</p> <p>Question 10: What was your impression in terms of how the students participated overall to the activities in the class?</p> <p>ST: I think everyone participated in the activities very well. [Active participation = Learner Autonomy]</p> <p>KK: Was their participation higher at the beginning or end of the lessons?</p> <p>ST: To me, it was equal. Just in the middle of the lesson the class was a bit quiet and that was because we had to read text and answer the questions.</p> <p>KK: Which activity or lesson did you least like?</p> <p>ST: I did not like typing our group presentation because it took a long time and the e-pad did not have key boards. [Negative impact of ICT on motivation=Demotivation]</p>	<div>PIICTM</div> <div>IM, PATLS/M</div> <div>AP/LA</div> <div>NIICT=D</div>
Data extract from the class blog entries = Fun Festivals	Coded as
<p>1. What did you think of the presentation activity?</p> <ul style="list-style-type: none"> I think it was good. I think it was more than good. That was the first time I felt that I was 	
119	IM, COLL

<p>enjoying learning. I searched for Oxford City Festival because I attended that festival in 2012 when I was in Oxford learning English at Kaplan International. Then, I shared my experience with my group and we prepared Oxford City Festival for our presentation. It was fantastic.</p> <p>[Intrinsic motivation]-[Collaboration = Learner Autonomy]</p> <ul style="list-style-type: none">• Yes, it was fantastic and I will go to Oxford next summer to see the festival myself. [Intrinsic motivation]• I learnt a lot of things during the preparation for the presentation.• This was the first time I searched things on the Internet for my lesson and I totally enjoyed it even if I spent a long time to do it and I really enjoyed it when I presented it. [Exercising control over language learning]-[Intrinsic motivation]• I liked our festival more than the others because ours was a traditional festival, Nevroz, as spring festival. [Intrinsic motivation]• The presentation was our work and it was motivating. It gave us confidence to produce something from ourselves and we learnt more because we did it ourselves and our teacher helped us when we needed help. [Intrinsic motivation]-[Learner autonomy, exercising control over language learning, teacher influence on learner autonomy]	<div>IM</div> <div>ECOLL, IM</div> <div>IM</div> <div>TILA</div> <div>IM, ECOLL, TILA</div>
Data extract from researcher journal observations (Pre- and post-introduction of technology enhanced tasks)	Coded as
<p>16th September 2013: My observations on students' IT familiarity, their views about and intentions for using the e-pad:</p> <p>"We do not have internet at home".</p> <p>"We have internet signal at home but it is our neighbour's and I use it sometimes; however, it is very slow and sometimes off".</p>	

16th September 2013: I also asked the class whether they had carried out any research about any topic and given a presentation based on their investigations to the class in their past learning experience. Only two students said “yes”. I also asked whether they would like to prepare a topic and present it in class this year and while nearly half of them said “yes”, the majority answered “no”. Some of the yes reasons:	
• it will be fun or exciting. [Extrinsic motivation]	EM
• they will learn more because of their involvement. [Active participation = Learner Autonomy]	AP/LA
Some of the “no” reasons:	
• they do not want to. [Amotivation]	AM
• they have not done it before,	
18th September 2013: In our informal conversation at the beginning of the first semester, majority of the students in two classes complained about the educational system in general.	
I also asked about their reading habits and they replied that they did not read books, especially in English because they did not understand and found reading very boring. Here are some comments I heard:	
“no, I don’t like reading...[why? I asked] I don’t know but I never read”.	AM/NI
[Amotivation/not interested]	
“Reading a book is like a torture... I hate it”. [Demotivation]	DM
On the other hand very few indicated they like reading:	
“I like reading stories...in the summer holiday...” [Intrinsic motivation]	IM
“Yes, my father is a teacher...yes he reads a lot”.	
15th November 2013: Students indicated that pre-e-pad activities helped them to predict and understand the content of the reading texts and they loved the topics.	

[Learning strategies]-[Intrinsic motivation]

LS, IM

Figure 3.4 Data extract for analysis of the main themes and sub-themes

I completed this phase by collating all the coded data from different sources (See Figure 3.4 for examples from post-task interviews, class blog entries and pre- and post-task researcher journal observations), related to the main themes and sub-themes, and followed this by reviewing the themes and sub-themes and classifying them as: themes = sub-themes = coding = example, as shown in Figure 3.5 (see coding key in Appendix I/1) and by moving back and forth as suggested by Braun and Clarke (2006), to check whether the data was consistent with my application of the codes. The majority of themes and sub-themes derived from the sources (e.g., from the questionnaires and interviews) was theory-driven, but some data-driven (e.g., from the class blog entries and researcher journal observations). See sections 3.9 and 3.10 for more discussion about the theoretical basis of the research instruments.

Themes	Sub-themes	Coding	Example
Motivation	Intrinsic motivation	IM	-I read more than before -When I read, I forget myself
	Positive attitudes towards learning English	PATLE	-I like learning English
	Positive attitudes towards learning situation	PATLS	-I love this classroom -The atmosphere of the class was nice -Learning in this class is pleasant
	Instrumental motivation	INMM	-I will go to Bogazici University -I want to improve my English because my brother works for the Caribbean Cruise Company and he called me to go and work with him

	Positive impact of the affordances of ICT on Intrinsic motivation,	PIICTIM	-I loved watching the goals on YouTube -That video clip was really entertaining -I mostly liked the YouTube clips -I use the 'bugclub' website all the time, it is fantastic
	Positive influence of task design on intrinsic motivation	PITDIM	-I loved the activities -The activities were motivating
	Positive impact of the affordances of ICT on extrinsic motivation	PIICTEM	-I love using the tablet -I love using my e-pad to learn English -It made learning the language more accessible
	Positive influence of task design on intrinsic motivation	PITDIM	-I love the topics -Because the topics were nice -I liked the women's football -The themes were really well chosen ... I liked them very much
	Teacher influence on intrinsic motivation,	TIIM	-We are lucky you are teaching us
Autonomy	Collaboration	COLL	-I like working with my friends -Because when we discussed the videos as a group, I understand the content better -I understood the text better because we discussed the content of the texts in our group

			-I exchanged my ideas with my partner [pair work]
	Willing/able to exercise control over language learning	WAECOLL	-I want to do more presentations -The interview process gave me the confidence to go and ask students questions in the school...I like to do it again
	Exercising control over language learning	ECOLL	-I conducted the interview -They read stories on the bugclub.com (easier access to authentic materials) -I participated more in the activities -By searching online they read alot about the topics -When I searched online, I learnt more about 'fun festival and women's football' and I read more about those topics
	Learning strategies	LS	-I used online dictionary -Finding meaning of words: Google translate, online dictionary, from the context, guessing, from my partner -I feel that I learn something
	Reflection	RF	-It was nice to see my friends' ideas -I understood the meaning of the text much better at the feedback stage -I think class blog and the feedback part were the most useful for us - They posted their ideas on the class blog without any hesitation
	Positive impact of the affordances of ICT on	PIICTLA	-I read online newspapers ... I often read simple books from the 'bugclub'

	learner autonomy		<p>website which you suggested to me ...</p> <p>Without the tablet (e-pad) we could not search on the internet</p> <p>-It has helped with our preparing presentations</p>
	Positive impact of task design on learner autonomy,	PITDLA	<p>-They [activities] were very useful, especially survey activity</p> <p>-I especially liked the beginning of the lesson</p>
	Teacher influence on learner autonomy	TILA	<p>-You (teacher) gave us confidence</p>
Negative Factors	Group work/ Collaboration	GW/COLL	<p>-Not happy with their group</p>
	Pace of the lesson	PLN	<p>-Not enough time to read the reading texts properly</p> <p>- The first lesson was a bit fast</p>
	Other ICT-related issues	OICTT	<p>- The Internet was slow</p> <p>- Lost connection (Internet)</p> <p>- Four students did not have their e-pads chargers.</p>
	Others	OT	<p>- Reading hard copy was better than reading on screen</p> <p>- Writing on the e-pad took time</p> <p>- Friends! I did not find it very useful because I am shy to talk in English</p>
	Teacher language	TL	<p>- I did not understand much from the teacher in this lesson</p>

	Positive impact of task design on learner autonomy/motivation,	NITDLA/M	<ul style="list-style-type: none"> - Topic on women's football - But 'women's football' was not appropriate for our culture - I did not like the topic on 'women's football' because it is not suitable for my culture
--	--	----------	---

Figure 3.5 Further classifications of themes and sub-themes with examples used in the main text

Then the entire dataset was transcribed into the program QSR NVivo 2010, which allowed for the data from the transcripts to be coded to nodes for the main themes and child nodes for the sub-themes. I then began the coding process electronically by creating nodes based on themes identified in the manual analysis, having brought the datasets from different sources – external documents – into one single project file as internal documents (Bazeley, 2007, p. 83). This qualitative analysis software QSR NVivo 10 was used to code data from the open-ended items in the questionnaires, interview responses, class blog discussions and my researcher journal. Some categories (each category represents a theme), such as motivation and autonomy, and sub-categories, such as intrinsic motivation and collaboration, were developed prior to the coding of data collection methods, while other categories (e.g. reflection, self-regulation, learning strategies, instrumental motivation) emerged from the content of the data (see Appendix I for a full list of coding categories and further samples of coding).

The screenshot displays the NVivo software interface with the 'Nodes' list expanded. The 'Nodes' list shows a hierarchy of nodes for coding. The 'Autonomy' node is selected, and its sub-nodes are listed below it. The 'Second Interview Answers' source is selected in the 'Sources' list.

Name	Sources	References	Created On	Created By	Modified On	Modified By
Autonomy	5	666	25/04/2014 17:20	KK	27/05/2014 07:36	KK
Exercising control over learning	4	62	25/04/2014 22:22	KK	27/05/2014 07:36	KK
Collaboration	4	70	25/04/2014 22:26	KK	27/05/2014 07:36	KK
Unhappy with one of the	2	4	27/04/2014 15:59	KK	27/05/2014 07:36	KK
Willing and able to take res	4	97	27/04/2014 08:44	KK	27/05/2014 07:36	KK
Reflection	4	72	27/04/2014 08:45	KK	27/05/2014 07:36	KK
Learning Strategies	4	79	27/04/2014 08:45	KK	27/05/2014 07:36	KK
Active participation	4	47	27/04/2014 08:55	KK	27/05/2014 07:36	KK
Self-awareness	5	68	27/04/2014 16:08	KK	27/05/2014 07:36	KK
Self-improvement of LL	4	23	27/04/2014 08:46	KK	27/05/2014 07:36	KK
Development of reading	4	21	27/04/2014 18:59	KK	27/05/2014 07:36	KK
confidence	4	42	27/04/2014 16:28	KK	27/05/2014 07:36	KK
suggestions for improvement	4	14	27/04/2014 19:08	KK	27/05/2014 07:36	KK
Suggestions for Self-correct	3	5	27/04/2014 19:10	KK	27/05/2014 07:36	KK
Suggestions for creativity	3	45	27/04/2014 19:15	KK	27/05/2014 07:36	KK
discovery	3	14	28/04/2014 08:08	KK	27/05/2014 07:36	KK
knowledge	2	14	28/04/2014 20:30	KK	27/05/2014 07:36	KK
Motivation	6	172	28/04/2014 17:36	KK	27/05/2014 07:36	KK

The 'Second Interview Answers' source is selected in the 'Sources' list. The 'Nodes' list is expanded, showing the 'Autonomy' node and its sub-nodes. The 'Second Interview Answers' source is selected in the 'Sources' list. The 'Nodes' list is expanded, showing the 'Autonomy' node and its sub-nodes.

Figure 3.6 Screen shots showing coding for aspects of autonomy in NVivo

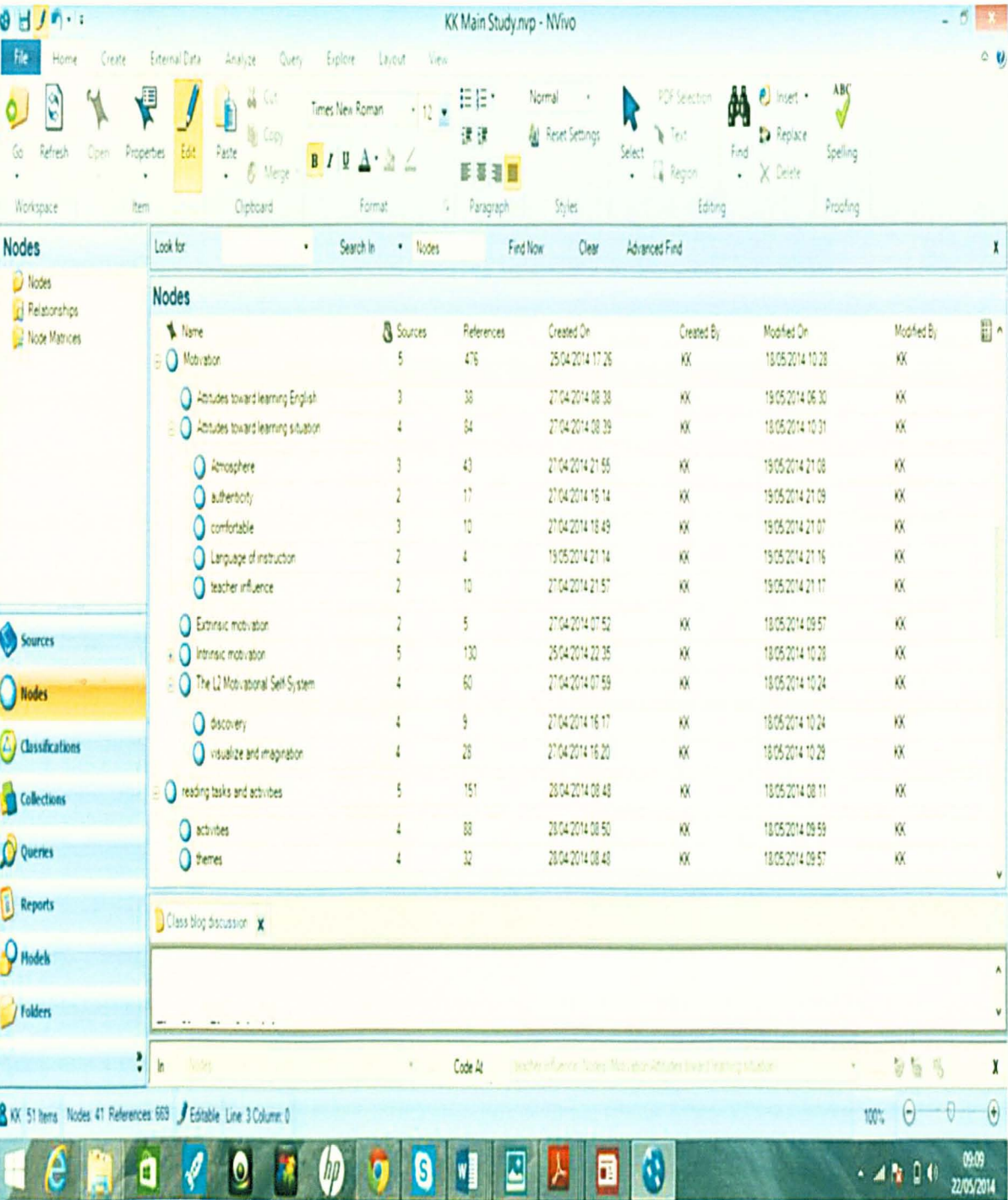


Figure 3.7 Screen shots showing coding for aspects of motivation in NVivo

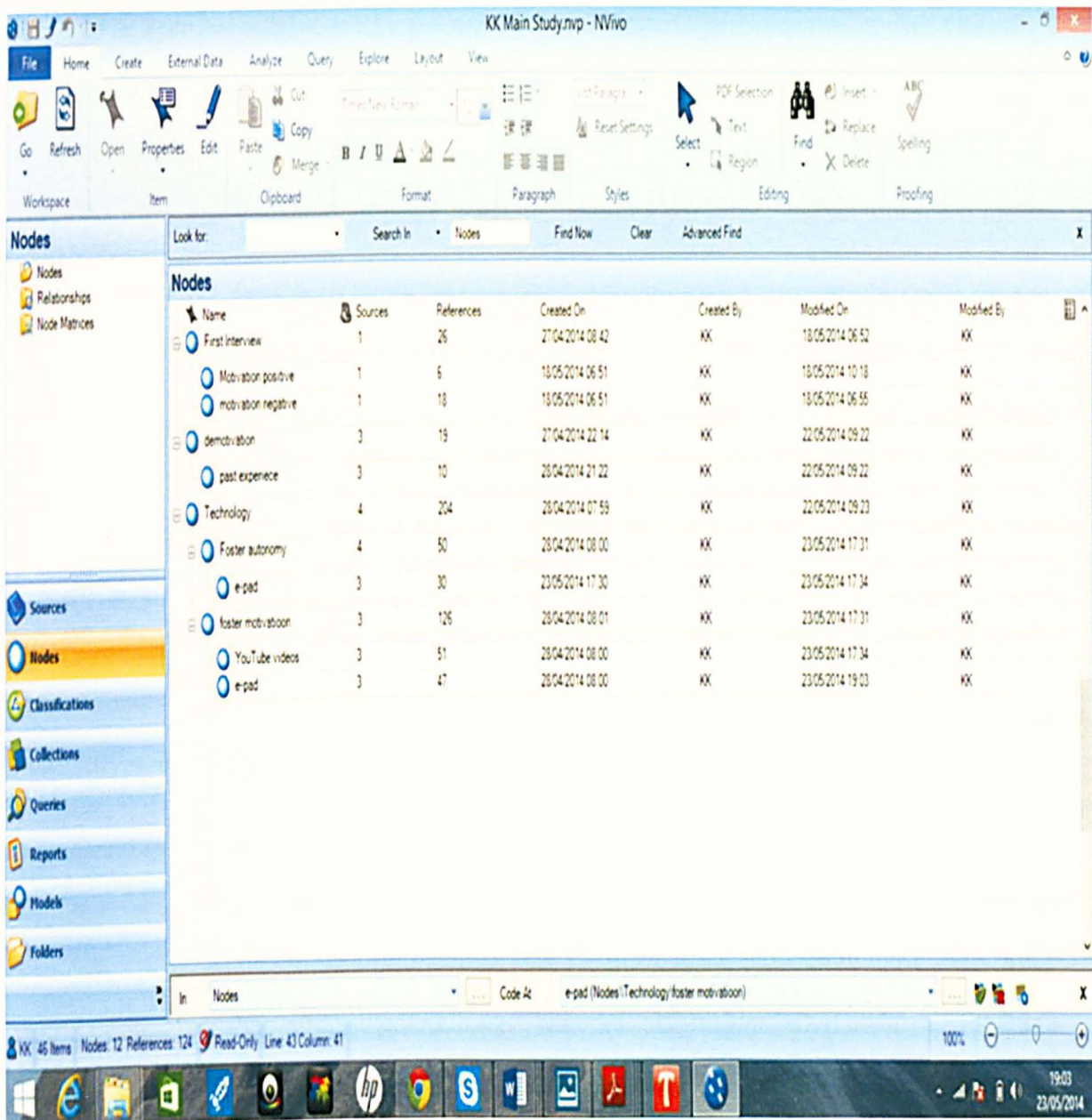


Figure 3.8 Screen shots showing coding for impact of ICT on motivation in NVivo

Figures 3.6-3.8 illustrate the relationship between the main over-arching themes and sub-themes. This chapter has presented methodology and methods, data collection instruments, and methods of analysis. The next chapter focuses on the findings.

CHAPTER 4 FINDINGS

4.1 INTRODUCTION

This chapter sets out the results in relation to the research questions. First, the overall results from the pre-task questionnaire will be reported and illustrated with quotes from the pre-task interviews followed by an analysis in relation to the research questions. Next, the general results from the post-task questionnaire alongside the findings from the post-task interviews and class blog discussion will be presented. (As noted in the previous chapter, pre-task stands for ‘before’ and post-task stands for ‘after’ the introduction of technology-enhanced task-based learning) Following this, an analysis in relation to the research questions will be given. Interviewees were coded as Sema/1, which means that it is quote 1 from a student with the pseudonym name ‘Sema’ (see Appendix K for the original quotes in Turkish).

4.2 RESULTS AND ANALYSIS: PRE-TASK (PRE-TASK QUESTIONNAIRE AND INTERVIEWS)

In this section, I will present the data collected by pre-task questionnaire and interviews in relation to RQ1 and RQ2. Data in Sections 4.2.1 and 4.2.2 was gathered through the pre-task questionnaire and the items relate to the students’ background regarding the use of e-pads and other technological devices, e-pad training and their expectations of e-pad use. Section 4.2.3 presents data from the questionnaire and interviews in relation to students’ reading habits. Section 4.2.4 provides results from the questionnaire about what motivates them to read. Sections 4.2.5–4.2.9 report findings from the questionnaire and interviews, focusing on motivational aspects, such as students’ attitudes towards learning English and towards the learning situation at school, and their intrinsic, extrinsic and instrumental motivation in relation to language learning.

The data in Sections 4.2.10, 4.2.11 and 4.2.13 was collected via questionnaire and interviews with reference to aspects of autonomy, such as collaborative learning, willingness and ability to exercise control over language learning, and self-evaluation of reading fluency and comprehension levels. The findings related to learning strategies in Section 4.2.12 were gathered through interviews. Thus, Section 4.2.12 draws on only pre-task interview data, but in the other sections I draw on both pre-task questionnaires and interviews.

RQ1: How does the introduction of technology-enhanced task design affect the motivation of students to read in English in Anatolian High Schools?

4.2.1 Students' ICT background (N = 70)

Items 1–24 (see Appendix J for summary of responses to questionnaires) are concerned with students' experience with e-pads or similar devices, such as laptops or mobile phones, their familiarity with the use of the internet and their reasons for using it.

The general results show that the majority of the respondents (77% = 54) have experience with such devices and are familiar with the internet, using it every day and/or once/twice a week (71% 50), while only 29% (20) have no experience with the internet at all. Students classified their computer skills as follows: very good (25% = 18), good (30% = 26), not bad (22% = 15) or very poor (21% = 15).

The results also reveal that more than half the students (51% = 36) have used an e-pad before. Of that 51%, 53% use one once a month, 33% once or twice a week, and only 14% every day. They use it for chatting with friends on WhatsApp and Facebook, playing games, doing homework (e.g. watching videos related to school subjects). On the other hand, 33% (23) do

not have any experience with the e-pad at all and a clear majority (87% = 61) of them do not own an e-pad. However, 77% (54) have access to a computer at home.

Applications such as Facebook and Skype are used by 80% (56) of the respondents. Of those, 27% use them to contact people from another country, while only 10% out of the 27% communicate in English consulting Google Translate, while the rest use their mother tongue.

With regard to mobile phones, 70% (49) have a mobile phone, of which 44% are smartphones, and commonly use it for texting and talking with other people (100%), taking photos (47%), playing games (35%) and looking up information (35%) (i.e. lesson-related (5%) and general (30%)). In addition, they play online games on their computers (70%) and mobile phones (35%), and read the instructions in English (32%) or in Turkish (68%).

As for watching films and listening to music on the internet, it appears that the majority of students (59% = 42) watch online films on their laptops (53%) and desktops (30%), and from the informal conversations I had with my students in class, very few of those who have iPads (four or five) watch films on them.

They mainly watch films in Turkish (100% = 70), whereas only a minority (30% = 21) watch them in English with subtitles. 97% listen online music in Turkish and in English by 30%, and again the minority (24%) of the respondents look at lyrics of the English songs on the screen.

The overall results regarding students' level of ICT background show that the majority are familiar with the most common affordances of the devices (which include iPhone, iPad, laptop), but some are not. Therefore, training is needed for an effective integration of e-pad use, because even though some students may be familiar with the e-pad, they aren't

necessarily familiar with the affordances or familiar with using it for learning or for reading purposes in particular.

4.2.2 E-pad training and students' expectations of the use of e-pads (N = 70)

Table 4.1 Responses to e-pad training and expectations of using the e-pad in the English classroom

Excitement about using an e-pad (item 35)	Yes: 68 / No: 2
Well prepared for the use of an e-pad (item 36)	Yes: 8 / No: 62
Need more training to use an e-pad (item 38)	Yes: 62 / No: 8

Table 4.1 shows that the overwhelming majority of students (97% = 68) indicated their excitement about using the e-pad. However, 62 (88%) were not well prepared for the use of e-pad and needed training for a better pedagogically informed integration of the e-pad. As they explained in their answers to item 36, they had not received any training in the context of the FATIH project but should have been given instructions as to how the e-pad works. Without training in the use of the basic functionalities of a device, frustration with technological challenges might have a negative impact on students' motivation while carrying out any language tasks.

4.2.3 Reading habits (N = 70)

Table 4.2 Responses to the frequency of reading in Turkish and English

Frequency of reading	Every day	Three or four times a week	Once a week	Once a month	Never
Turkish for pleasure (item 26)	27	34	6	2	1
English for pleasure (item 27)	3	4	11	24	28
Turkish for study purpose (item 28)	38	30	2	0	0
English for study purpose (item 29)	14	18	29	8	1

As for their English reading habits in general, 40% (28) of the learners expressed a lack of motivation to read books for pleasure because they never read in English at all, while 34% (24) read once a month and only 4% (3) read daily for pleasure. On the other hand, students appeared to focus more on their study because 41% read in English once a week, 25% (18) three to four times a week and 20% (14) every day for study purposes.

The pre-task interview findings supported these responses, as illustrated by the following quote in which one of the students complained about finding reading in English very challenging because she did not understand what she read:

'I would love to but I don't understand and if I do not understand when I read, I will not like to read and I will not read' (Sema/1).

Another student, however, liked to read simple stories once a week and she deployed cognitive strategies, such as using a dictionary:

'I am now reading a very simple story and I finish a page every Sunday morning by consulting the dictionary very frequently' (Banu/2).

However, she found using the dictionary often boring:

'I get bored looking up the unknown words very frequently but what shall I do?'
(Banu/3).

On the other hand, the majority (97% = 67) of participants read in Turkish every day, three to four times a week for study purposes and 87% (61) for pleasure – which is more than double the amount that they read in English. This is because they may find it difficult to understand what they read in English, as Sema/1 indicated above, and/or may experience difficulties finding conventional reading materials, such as short stories and newspapers, to read in English, as Banu/4 complained:

'There is no place here to buy English stories or books, and they are very expensive here ... My brother lives in Izmir and I ask him for books. He buys and sends them to me by bus' (Banu/4).

The above statement contradicts students' previous responses because they indicated that 77% (54) have access to a computer at home and play games. Therefore, they may be exposed to more online reading materials in English than they realise and I believe this is an issue of awareness:

'Yes, I read my Facebook posts but all the posts are in Turkish ... yes, some of the online games are in English but I use Google Translate...yes you are right, I sometimes read the instructions in English' (Banu/5).

In addition, the responses to item 30 revealed that the majority of students (68% = 48) did not find reading in English interesting, and Banu/6, who found reading English interesting, was dissatisfied with her previous teacher’s attitude and the course book last year:

‘... last year I asked my English teacher for English stories to read but my teacher suggested that I could start from the course book...the course books were very boring because the topics were not very relevant to my interests and the activities were mostly grammar-based’ (Banu/6).

Students further pointed out what they read in their responses to item 31. Only 31% (22) of students read in English. The genres they read were: song lyrics (11% = 8); newspapers (10% = 7); English stories (4% = 3); magazines (4% = 3); and only one student read novels.

It became clear that not understanding what they read (Sema/1) may also affect their motivation to read, coupled with the perceived difficulty of getting hold of conventional English resources, as stated by Banu/6 above. Thus they may need guidance from an experienced person, such as their teacher, as 45% indicated in item 33.

4.2.4 Students’ motivation to read more in English and their expectations from English lessons (N = 70)

Table 4.3 Students’ expectations of encouragement to read more in English

Item 33
a) More guidance from the teacher (31)
b) Different media (63)
c) More interesting materials (70)
d) More free time (29)

- e) Using an e-pad (58)

f) Other (3): Chat with someone in English, more fun activities, to read more English stories

Table 4.3 reports on what could potentially encourage students to read more in English. The results suggest that availability of interesting materials (100% = 70), access to different media (90% = 63) and incorporating an e-pad (82% = 57) into their lessons would encourage them to read more, while 44% (31) circled guidance from the teacher and 41% (29) required more free time to read in English. It is possible that some students may want to relate what they learn to their actual life outside the class or their interests, as Banu/5 explained. Again, interesting materials received the highest score and it seems that students possibly did not consider and/or notice Facebook posts and/or online games as interesting and authentic materials. Their posts on Facebook and online instructions are perhaps in Turkish (see Banu/5).

Responses to item 39 regarding the way the e-pad will help students in language learning also received answers related to motivation to read more, such as their intention to read more online materials as it will make lessons more fun and exciting, it will help them with regard to visual and audio input (access to different media) and it will also help them with their reading and listening comprehension.

As far as their expectations from English lessons are concerned, all students wanted to improve their general English (100% = 70), speaking (100% = 70) and reading (97% = 68) skills whereas only 27% (19) wanted to get a qualification, and 3% (2) noted that they expected to improve themselves and be able to read, understand and communicate when travelling to other countries.

Table 4.4 Average responses to items in relation to different aspects of motivation

Aspects of motivation	Average Scores (Highest: 5.0)
Attitudes towards learning English (items 49, 50, 53–55, 58)	3.9
Attitudes towards the learning situation (items 46, 51 and 52)	3.2
Intrinsic motivation (items 40–45, 47, 48, 58 and 65)	4.3
Extrinsic motivation (items 60 and 61)	3.6
Instrumental motivation (items 57, 59, 62, 63–64)	4.0

The results in Table 4.4 demonstrate that students' responses to items indicating intrinsic motivation received the highest average score (4.3). Thus, students' initial motivation was driven internally to learn the language. Students responded positively on instrumental motivation (4.0), attitudes towards learning English (3.9) and extrinsic motivation (3.6), while their attitudes towards the learning situation scored the lowest (average = 3.2) among the motivational aspects. Having presented the overall results from pre-task questionnaires concerning motivation, I will now analyse the data in more detail.

4.2.5 Attitudes towards learning English (items 49, 50 and 53–55) (N = 70)

Students appear to know the significance of learning English because they responded positively (average = 3.9) on the items related to their attitude towards it (e.g. I plan to learn as much English as possible). Sema/7 recognised the role of English in the twenty-first century; however, she was very pessimistic about the education system in Turkey in general:

'I want to improve my English and express myself in English because knowing English is very important in our era, but with this system it is very difficult' (Sema/7).

The above statement reveals that the student's sense of helplessness and her attitude towards learning English in the school due to the traditional means of teaching could have potentially a negative impact on her motivation to learn English.

4.2.6 Attitudes towards the learning situation (items 46, 51 and 52) (N = 70)

Students scored moderately on their attitudes towards the learning situation (average: 3.2), which might be related to their past learning experience at school. Their answers to items related to learning situations, such as feeling comfortable, the atmosphere in the class and looking forward to English classes prior to the introduction of technology-enhanced task-based learning, were not positive. The following comment from (Sema/8) is representative:

'I get nervous when I cannot speak English in the class...I did not feel comfortable in my English class last year...' (Sema/8).

They may also have thought that the current academic year would be as monotonous as the previous year, as demonstrated in the students' reflections (Banu/5, Sema/1) above.

Sema/9 further criticised the learning situation alongside the course book:

'I did not like my English classes before because I learnt the same things...hi, how are you? ... I am still not able to express myself in English ... the course books? I really did not like them because I did not understand them' (Sema/9).

This statement indicates students' dissatisfaction with the learning situation, which is likely to affect their intrinsic motivation to read, giving them the feeling of not having gained anything from their past learning experience.

4.2.7 Intrinsic motivation (items 40–45, 47, 48, 57, 58 and 65) (N = 70)

In relation to their intrinsic motivation, students rated the statement (item 48) ‘I really enjoy learning English’ moderately (average = 3.5). When answering this question, students were possibly concerned with the difficulties of understanding reading in English (Sema/1) along with uninteresting course books themes as indicated by Sema/10:

‘... the course books had topics like horoscopes and the history of coffee, which were boring’ (Sema/10).

On the other hand, some students seemed to have a very high level of intrinsic motivation to read, as reflected in one of Banu’s comments (Banu/2). They very positively expressed their intention to read and enjoy more English, put more effort into and spend more time reading English if they used e-pads in the classrooms (items 40–45, average = 4.4). This may be because students thought that the e-pad would provide easier access to authentic and conventional resources, be cheap, save time, enhance practise and/or help them learn English. It may also be because they thought that using an e-pad was fashionable. Some students responded to item 39 that the e-pad would ‘contribute to education’ as well. Furthermore, they would also be more interested and put more effort into doing technology-enhanced tasks and activities if the English texts were related to their real life (items 44 and 45), as they would possibly find it more enjoyable and meaningful,

‘I will learn more and prefer it better if the reading paragraphs are related to my real life ... for example, life here in [...] [i.e. the context of the study], weddings and cultural themes’ (Banu/11).

4.2.8 Extrinsic motivation (items 60 and 61) (N = 70)

Responses to items 60 and 61 imply that students had a moderate desire (average = 3.6) to study English for financial benefits, or because of the influence of family and friends. As noted earlier in Section 4.2.4, some students (27% = 19) wanted to study English to get a qualification.

The results about motivation to read in English and expectations of e-pad use indicate that students have a moderate desire to read in English and are excited about the extra motivation they may gain from using e-pads for their language learning.

4.2.9 Instrumental motivation (items 57, 59, 62–64) (N = 70)

Instrumental motivation was evident in the responses of the students who indicated a positive desire (average = 4.0) to study English for future studies and jobs. This instrumental motivation is illustrated by the following representative quote:

'I will need English when I travel or get a job or go to university' (Sema/12).

Participants also desired to speak with their international friends in English (average = 4.0) via the internet, further explained by Banu:

'I want to chat with people from other countries through Skype' (Banu/13).

In addition, they wanted to use English when opportunities arose:

'If one day I meet a tourist or go abroad, I will use it [English]' (Banu/14).

Having examined the results from the pre-task questionnaire and pre-task interview with regard to RQ1, I will now look at the results regarding RQ2 in relation to autonomy.

RQ2: To what extent does the introduction of technology-enhanced task design enable students to exercise control over their English language learning in Anatolian High Schools?

Table 4.5 Participants' average responses to items in relation to different aspects of autonomy

Aspects of autonomy	Average scores (highest: 5.0)
Collaborative learning (items 56, 67, 69 and 70)	3.9
Willing/able to exercise control over the learning of English (items 66 and 68)	3.5

The results in table 4.5 illustrate that collaborative learning was a positively supported variable with an average score of 3.9, which shows that students seemed to prefer collaboration, while being willing/able to exercise control obtained a moderate, yet lower score, with an average of 3.5.

4.2.10 Collaborative learning (items 56, 67, 69 and 70) (N = 70)

Students appeared to prefer to work in groups and participate in group discussions, along with reading together, because this variable – collaboration – received a high score (average = 3.9).

'I like working with my friends because I learn more ... and feel more confident when we work together' (Sema/15).

This is corroborated by the needs analysis results (see Appendix B), which also show that most of the students would prefer to work in a group (89% = 62) and with partners (93% = 65).

4.2.11 Willing/able to exercise control over the learning of English (items 66 and 68) (N = 70)

Students also appeared to be moderately willing and able to exercise control over the learning of English (average = 3.5) and they did not seem to want their teachers to explain every language point, because they negatively responded to item 68, 'the teacher should explain every language point to me in the class' (average = 1.9). For item 32, whether they read English on their own initiative or only when instructed to do so by their teacher, less than half of the students read on their own. Here, both constructs, learner autonomy and intrinsic motivation, seem to be interrelated; in other words, a close relationship between language learner motivation and autonomy is observed.

On the other hand, 39% (27) needed to be asked to read by their teachers, and 14% (10) needed teacher instruction and their own initiative. Still, there also seems to be a need for guidance from their teacher:

'I like to read more books but I like my teacher to guide me more' (Banu/16).

4.2.12 Learning strategies (N = 70)

Students employed some learning strategies, such as using a dictionary to look up unknown words (cognitive strategy), when they read stories in English for pleasure:

'... it takes me nearly 10 minutes to finish one page because I use my dictionary frequently ... I sometimes find it boring but this is the only way' (Banu/17).

Thus Banu/17 checked unknown words by consulting her dictionary very often because reading in English seemed to be challenging for her.

She also used Google Translate to chat with people from other countries:

'I use Google Translate to understand what they wrote' (Banu/18).

4.2.13 Self-evaluation of reading fluency level (N = 70)

Table 4.6 Self-evaluation of fluency level in reading English

Item 25	Excellent	Above average	Average	Weak
	1	8	51	10

As seen in Table 4.6, a clear majority (73% = 51) of students evaluated their reading fluency level in English as average, while only one student circled excellent and 11% (8) considered themselves above average. In contrast, 14% (10) rated themselves as weak.

Banu/19 made a strong generalisation that they were culturally uninterested in reading in addition to the difficulty of reading in English:

'I cannot read and understand English properly and regretfully as a culture we don't read' (Banu/19)

4.3 DATA COLLECTION: POST-TASK (POST-TASK QUESTIONNAIRE, INTERVIEW AND CLASS BLOG DISCUSSION) (N = 70)

In this section, I will present the data collected by questionnaire, interviews and class blog discussions with regard to RQ1 and RQ2. Sections 4.3.1–4.3.6 provide findings from the questionnaire, interviews and class blog discussions. The statements were related to motivational aspects (RQ1), such as students' attitudes towards learning English, the learning situation, intrinsic motivation, extrinsic motivation, instrumental motivation and demotivating

factors. The headings in those sections are derived from the concepts I used in the questionnaire, along with the themes that emerged from the data evaluation in relation to the reading tasks and activities, both in and outside the classrooms.

The data in Sections 4.3.7–4.3.11 were gathered through the questionnaire, interviews and class blog discussions regarding aspects of autonomy (RQ2). The items were related to collaborative learning, exercising control over language learning, being willing and able to exercise control over the learning of English, learning strategies and self-evaluation of reading fluency level. Section 4.3.12 on students' reflections is derived solely from the data collected by the interviews and class blog reflections in relation to the tasks. Since the quantitative data provided evidence of the apparent changes in participants' motivation and autonomy between pre- and post-introduction of technology-enhanced task-based learning, the qualitative data from interviews, class blog and my journal provided further evidence for the nature of these changes by showing different perspectives and allowing triangulation.

RQ1: How does the introduction of technology-enhanced task design affect the motivation of students to read in Anatolian High Schools?

Table 4.7 Average responses to items in relation to different aspects of motivation

Aspects of motivation	Average Scores (highest: 5.0)
Attitudes towards learning English (items 3, 18, 22 and 23)	4.9
Attitudes towards the learning situation (items 2, 16, 20 and 21)	4.8
Intrinsic motivation (items 1, 4–15, 17, 19, 24 and 25)	4.9
Extrinsic motivation (items 48 and 51)	3.5
Instrumental motivation (items 46, 47, 50, 52 and 53)	4.7

Table 4.7 illustrates the overall trend of the subjects' responses, which are very positive in regard to the different aspects of motivation I was exploring. Intrinsic motivation and attitudes towards learning English received the highest mean scores, followed by attitudes towards the learning situation, instrumental motivation and extrinsic motivation. These results were corroborated by the qualitative findings. Indicators for motivation and its variations (e.g. motivation and sub-categories) were recorded many times during the post-tasks interview, class blog discussions and open-ended questions (see Appendix I for the categories and sample coding).

As before, post-task means 'after' the introduction of technology-enhanced task-based learning. The following interview comment also illustrates the findings:

'The activities were motivating and I liked them very much, and my friends seemed to like them as well ... they were fantastic' (Kubra/20).

As a result, the activities appeared to have had a very positive influence on students' motivation to learn English.

Table 4.8 shows the results of Mann-Whitney U tests performed on the motivation responses/scores in order to compare the pre- and post- test median rankings for five measures of motivation indicated by items in the pre- and post-task questionnaires.

Table 4.8 Mann-Whitney U test results: Questionnaire items related to motivation

	Test	N	Median scores	Mann-Whitney U value	Level of significance <i>P</i>
Intrinsic motivation	Pre-	70	4	1269	0.001
	Post-	70	5		
	Total	140			
Extrinsic motivation	Pre-	70	4	715	0.001
	Post-	70	4		
	Total	140			
Instrumental motivation	Pre-	70	4	1667	0.012
	Post-	70	5		
	Total	140			
Attitudes towards learning English	Pre-	70	4	152	0.001
	Post-	70	5		
	Total	140			
Attitudes towards learning situation	Pre-	70	3	39.5	0.001
	Post-	70	5		
	Total	140			

The table shows the median scores in response to the questions about aspects of motivation (see questionnaire items related to motivation in table 4.7). The first measure listed in Table 4.8 is intrinsic motivation. For this measure, and then for the other four for each student, I calculated the median pre- and post-task score, and then compared these median pre- and post-task scores using the Mann-Whitney U test.

For intrinsic motivation the pre- and post-task median rank is significantly different ($P < 0.001$) and the post-tasks median rank (5) is greater than the pre-test median (4); therefore the probability of the results occurring by chance is very low. In other words, it is highly unlikely that the difference between pre- and post-task questionnaire responses has occurred by chance. The test results are similarly significant for each of the other four measures, that is extrinsic motivation, instrumental motivation, attitudes towards learning English and attitudes towards the learning situation in pre- and post-task, even where the medians appear to be the same, the

distribution of ranking is significantly different. I can conclude that students' motivation and their attitudes towards learning English and the learning situation have changed significantly.

4.3.1 Attitudes towards learning English (items 3, 18, 22 and 23) (N = 70)

The students displayed very positive (average = 4.9) attitudes towards learning English because they recognised 'English as an important school subject, they wanted to learn as much English as possible and they did not think that English was a waste of time', which was a very popular response. In the post-task qualitative findings, students often revealed their positive attitudes towards learning English. For example, all interviewees liked learning English because they felt that they were making progress:

'... I love learning English in this class because I feel that I learn something'
(Kubra/21).

Furthermore, the e-pads seemed to enhance their (Kubra, Meryem, Sevim, Adnan, Bilal and Tarkan) love for learning English:

'... I love using my e-pad to learn English' (Meryem/22).

In addition, the technology-enhanced tasks that students enjoyed had an impact on their attitude:

'I like learning English because in this class learning English is fun and enjoyable with those nice activities' (Kubra/23).

'I like learning English more than ever' (Sevim/24).

Kubra went further and compared her past learning experience with her current learning and made generalisations:

'I definitely like this way compared to my experiences of learning in the past ... All I learnt in the past was grammar, grammar, grammar and that's why there are lots of students in the class who cannot express themselves in English properly ... now they are trying to do their best and they are improving their English slowly ... with those nice activities you are teaching us ...' (Kubra/25).

Discussions on the class blog support the views expressed above:

[Blog 1] That was the first time I felt that I was enjoying learning English in the school.

[Blog 2] ... in the past I used to study hard for the exam only to pass but now I am enjoying learning English because all the activities are nice and meaningful.

4.3.2 Attitudes towards the learning situation (items 2, 16, 20 and 21) (N = 70)

Students also displayed very positive (average = 4.8) attitudes towards the learning situation as the overwhelming majority of them had strongly agreed with statements to this effect (i.e. feeling comfortable in the class, warm atmosphere and looking forward to English classes). This variable was spelt out frequently in the participants' qualitative comments in the post task questionnaire items related to class atmosphere, authenticity, feeling comfortable, teacher influence and language of instruction.

For example, responses to item 73 indicated that some students liked their ideas being valued because so far in their educational life no teacher had asked them to evaluate the activities in

their lessons. They also commented that they learnt and reflected on their ideas in a stress-free environment.

Some students seemed to like the learning experience due to the class atmosphere and the activities using the YouTube clips:

'The pictures and the YouTube videos at the beginning of the lessons were great because I watched the real scenarios on YouTube and they were authentic'
(Sevim/26).

'The atmosphere of the class was nice' (Adnan/27).

Others found the class enjoyable:

'I have improved myself in this class and learning in this class is pleasant'
(Tarkan/28).

Accessing authentic materials in English on the e-pad was a natural continuation of using the target language in the classroom. The following statements from Tarkan/29 and Sevim/30 highlight the importance of using the target language in the classroom:

'My English is improving very fast because you speak with us in English only'
(Tarkan/29).

'We are lucky you are teaching us because you are encouraging us to speak and reflect on our ideas... you also regularly say don't be afraid of making mistakes, we are learning more from our mistakes' (Sevim/30).

Students' discussions on the class blog verified the above findings:

[Blog 3] It is better for us because this is the only time we speak English.

As far as students' attitudes towards the e-pad in relation to reading skills are concerned, all students found using the e-pad very helpful (99% = 69) (items 57 and 58) and it had made a significant difference to their reading skills (item 16), which were also verified in postings such as:

[Blog 4] I have read more since I had my tablet [e-pad].

4.3.3 Intrinsic motivation (items 1, 4–15, 17, 19, 24, 25) (N = 70)

As far as intrinsic motivation is concerned, the results suggest that all students showed strong tendencies to be intrinsically motivated. There was strong agreement (average = 4.9) with the statements related to this construct (i.e. since they started using the e-pad in technology-enhanced task-based learning, students have been having fun, enjoying learning English, spending more time and putting more effort into reading English, and they also very much drew satisfaction from searching and finding information about the reading topics, then presenting the findings in the class). Learning English would help them to have a new skill (becoming someone who speaks English).

Students were asked to explain their answers to item 15 on whether they felt very motivated while carrying out the tasks. They found it motivating watching the goals in the Women's World Cup, watching the video clips about the topic; preparing presentations and conducting interviews; reflecting their ideas at the feedback stage; and working together. In addition, they also found the lessons on these topics very interesting and enjoyable (item 74).

There were also lots of comments that reflected intrinsic motivation in the post-task questionnaire qualitative data. These comprised the encouragement to read more, spending more time and putting more effort into reading in English – such as using bugclub.com and online English newspapers – gaining knowledge about other cultures, entertaining English lessons, the teacher’s influence, active participation, opportunities to reflect on their ideas at the feedback stage, and interaction among the students (see Appendix K for more reflections). Those results were supported by students’ interview comments (Kubra, Meryem, Sevim, Adnan and Bilal):

‘The lessons in this class are really enjoyable’ (Tarkan/31).

‘I loved watching the best goals in the Women’s World Cup and not only me but everybody liked it ... because when a woman player scored the goal, we were screaming in joy: “Wow that was the best goal I have ever seen” ... that video clip was really entertaining ... while watching Malala’s speech, I nearly cried because she was so right and her talk was full of emotions’ (Sevim/32).

There were some specific comments about how the online aspects of the designed materials motivated students to read. For example, some students (Kubra, Sevim, Tarkan) used the opportunities provided to spend more time on reading stories in English:

‘I read online newspapers ... I often read simple books from the ‘bugclub’ website which you suggested to me ... I love it, it is a treasure indeed’ (Kubra/33).

The others enjoyed gaining cultural knowledge:

'I enjoyed "the fun festivals" because I learnt about different festivals all around the world' (Meryem/34).

In addition, some others found the lessons designed for this study to be very motivating and enjoyable:

'The lessons were very motivating, fun and enjoyable' (Meryem/35).

In addition, the teacher's role also appeared to be a motivating factor:

'You gave us confidence and helped us a lot to succeed in conducting the interview with students in the school, thank you' (Meryem/36).

Students' intrinsic motivation was increased by being involved in the learning process as a result of tasks which were enabled by the e-pad:

'This way, I am involved in the activities like presentation and when I do it myself, I learn more and I love it more ... of course the tablet [e-pad] made it possible to do those activities' (Bilal/37).

They also liked reflecting on their ideas at the feedback stage:

'I loved when we discussed the presentations and what we learnt from them at the end of our presentations' (Sevim/38).

Interaction and collaboration among learners intrinsically motivated them to accomplish the tasks using the e-pad:

'We helped each other in my group and we finally managed to complete our first presentation, and I totally loved using the tablet [e-pad]' (Bilal/39).

The e-pad was seen to be crucial in carrying out the tasks and provided students with accessible material:

'Without the e-pad, I would not be able to search for information and find it in a short period of time. It has changed the atmosphere of the class and motivated most of us ..., certainly me' (Kubra/40).

'It made learning the language more accessible because we don't have enough materials to read in English ... if I want to buy one [book], I have to contact my uncle in Istanbul to buy it then send it to me and it is very expensive to buy books, especially English stories or books' (Bilal/41).

The comments by Kubra/40 and Bilal/41 also reflect other participants' responses in terms of their attitude towards the affordances of the e-pad. Those responses corroborate with explanations in response to item 59 in the post-task questionnaire that participation in the online tasks using the e-pad led the learners to spend more time on reading. Their initial expectations in the pre-task questionnaire matched with their post-task reading habits in English.

Class blog contributions also echoed the results from the post-task questionnaire and interviews:

[Blog 5] I think we had fun with fun festivals and it [the lesson] was quite interactive, especially at the beginning and end of the lesson.

[Blog 6] My knowledge on cultural festivals has increased.

[Blog 7] It [the lessons on women's football] was really motivating and we all participated to the lessons.

[Blog 8] It [the lesson] has definitely encouraged me to read more about Malala.

[Blog 9] Definitely yes, I read about Malala on the internet and she won the Nobel Prize [EU's Sakharov human rights prize].

[Blog 10] With my friend, I read on the internet too and the name of the website is the Telegraph and here is the web pageaddress:
<http://www.telegraph.co.uk/women/womens-life/10371988/Malala-Yousafzai-didnt-win-the-Nobel-Peace-Prize.-She-didnt-need-to.html>

The contributions highlight the positive impact of the lessons on students' intrinsic motivation to read beyond the classroom.

It is important to note that the increase in students' intrinsic motivation seems to be predominantly a result of the e-pad-enhanced tasks and materials designed for this study. However, my teaching style, which was different from that of other teachers, is also likely to account for some of the change in the students approach to learning along with the atmosphere in the class and topics chosen.

I further analysed the questionnaire items in terms of the online task design and the activities in those tasks carried out through the use of ICT (e-pads) and their potential influence on students' intrinsic motivation, to obtain deeper insights into students' learning experiences in technology- enhanced task-based learning.

There were numerous comments and postings about reading tasks, activities, themes, affordances of technology, and the influence of the use of the e-pad that indicated how they fostered their intrinsic motivation.

It is important that the length and difficulty of reading texts should be adjusted to the learners' levels. If they find the texts very long and too difficult or short and easy, it may negatively affect their motivation. Item 60 explored the learners' thoughts about the length of the reading texts and item 61 related to their level of difficulty. The majority of students (76% = 53) found the texts to be the right length, while 16% (11) believed that the texts were too long and 8% too short.

Similarly, 74% (52) of students thought that the reading texts were at the right level, 17% (12) found them (very) easy. In contrast, only 7% (5) considered the texts to be difficult. Comments from the interviewees (Kubra, Meryem, Bilal) illustrate this finding from the questionnaire:

'They were not difficult [reading texts] at all, I think they were at the right level for the class and they were easy for me because I studied English for 3 months in Oxford and I understand easily what I read' (Kubra/42).

Some students found certain texts slightly challenging. However, social strategies such as working together and YouTube clips with additional background information at the pre-reading stage helped and motivated them to overcome the difficulties and not to give up (see Section 4.3.10 for further learning strategies), as the quote below illustrates:

'Malala's story and women's football were a bit difficult ... we discussed the topics in the group, after that I understood the texts better and YouTube videos also helped me to understand the content of the texts, especially women's football' (Sevim/43).

Thus students' intrinsic motivation appears to have been affected positively while brainstorming. Participants' responses to item 62 imply that watching video clips on YouTube (see Sevim/43 above), and discussing ideas with partners, contributed to their overall comprehension of the topics at the centre of the lessons. The comments on item 62 indicate that students enjoyed activities because when they watched the video clip and saw the photos on the board, it enabled them to predict correctly the content of the reading topics. These observations were also verified by the participants' comments on how the activities and the affordances of the technology used helped them to understand the reading texts better. Their answers to item 63 testify to the fact that they also found the instructions displayed on the Smart Board helpful for carrying out the tasks in a step-by-step manner. Among the interviewees and blog posts Meryem/44 preferred the YouTube clips most because they were relevant to the topics:

'I mostly liked the YouTube clips ... they were related to the reading texts, which helped us understand the content better' (Meryem/44).

YouTube videos and photos, along with group discussions, helped Tarkan/45 to understand the general ideas faster:

'We discussed the content of the reading texts in our group... the YouTube videos and the pictures also gave me clues to understand the content quickly' (Tarkan/45).

Kubra/46 thought that the instructions were very clear, and easy to follow and understand:

'I easily understood the instructions on the Smart Board because they were clear and you also read them for us' (Kubra/46).

[Blog 11] I especially liked the beginning of the lesson because the YouTube activities were fun and related to the themes of the text.

Furthermore, 94% (N = 66) of the students found the topics of the reading texts (very) interesting (item 66). Some of the reasons given for the responses are: 'the festivals were fun, because the topics were nice, we were interested in festivals'. They also liked Malala's story, because it reflects parts of their culture in their village. The students' interviews also verified the responses, for example there was clear evidence in the students' comments (Kubra, Meryem, Sevim, Adnan, Bilal, Tarkan) that they appreciated the topics of the reading texts, which positively affected their emotions:

'The themes were really well chosen ... I liked them very much, especially Malala's story and her speech affected me very much (Meryem/47).

'The topics were interesting, especially Malala's story, which was touching' (Adnan/48).

Kubra/49 expressed her emotions strongly and she also commented more comprehensively about her fellow students:

'Fun festivals, Malala's story and women's football were remarkable themes but women's football was unusual for our people and it provoked many more students to speak and participate more than usual ... the fun festivals, for example, made students want to visit festivals all over the world and our friends realised that if they want to

visit such festivals, they have to have the key, which is English, and those topics encouraged us to wonder and think about such places' (Kubra/49).

Four students, on the other hand, did not like the topic on 'women's football', because they found it to be culturally inappropriate (see Section 4.3.6 for other demotivating reasons).

I also looked at the students' reading habits after they experienced the e-pad reading tasks designed for the study by using the post-task questionnaire data.

Table 4.9 Responses to reading habits

Frequency of reading	Every day	Three or four times a week	Once a week	Once a month	Never
Post-task: English for pleasure (item 55)	27	32	11	0	0
Pre-task: English for pleasure (item 27)	3	4	11	24	28
Post-task: English for study (item 56)	31	36	3	0	0
Pre-task: English for study (item 29)	14	18	29	8	1

Table 4.9 illustrates that students read more frequently than before, with 39% (27) of students now reading every day and 46% (32) reading three or four times a week for pleasure, while only 4% (3) used to read every day and 6% (4) only three or four times a week for pleasure at the outset of my study. Similar results were also obtained for reading English for study purposes; the overwhelming majority of the students (95% = 67) read daily and three or four times a week. Changes in reading habits suggest that the technology-enhanced tasks encouraged students to read more, since 94% (66) of the learners found reading topics (very)

interesting (item 66). Students did have negative attitudes towards topics and materials in their past learning experience, which were identified by (Banu/6) and (Sema/9) as boring.

4.3.4 Extrinsic motivation (items 48 and 51) (N = 70)

Not only did students have a strong intrinsic motivation, they were also motivated extrinsically to study English. The majority of them moderately agreed with the statements 'My parents encourage me to take every opportunity to use my English' and 'If I fail to learn English, I will be letting other people (e.g. my family) down.' These external reasons for learning English (i.e. items 48 and 51: parents' and friends' influence on learning English) did not seem to play as an important role (average = 3.5) as finding better jobs or going to highly ranked universities (see the next section).

4.3.5 Instrumental motivation (items 46, 47 and 50–53) (N = 70)

As far as instrumental motivation is concerned, students showed a very positive disposition towards instrumental reasons to study English (average = 4.7), considering most of them strongly agreed with the statement 'Learning English is important to me because without it one cannot be successful in any field such as future jobs and studies.'

Students would also use English to study abroad and/or for their future profession:

'... I will definitely go and study at my dream university, Oxford University...'
(Kubra/50).

'I want to improve my English because my brother works for the Caribbean Cruise Company and he called me to go and work with him' (Tarkan/51).

[Blog 12] I will be an English teacher like him so it is nice to get used to those presentations because when I go to university, I may have to do similar presentations.

Along with having a strong motivation to study the language, the learners also had some negative experiences that appeared to demotivate them. These are explored in the next section.

4.3.6 Demotivation (N = 70)

Students were asked to explain their answers to item 17 if they felt less motivated while carrying out the tasks. They referred to the slowness of the internet (54% = 38), it being time consuming to write on the e-pad (16% = 11), preferring to read hard copy rather than on screen (14% = 10), frozen screen (9% = 6), topic on women's football (6% = 4), not enough time to read the texts properly (3% = 2), the pace of the first lesson (1% = 1), connection to the internet (1% = 1), not happy with their group (1% = 1) and teacher's language (1% = 1) as demotivating factors.

There were some further questionnaire items where students identified factors that they found demotivating. For example, one student did not find the discussions in the classroom helpful because they were shy or might have been nervous to talk in English (item 68).

Not understanding the reading texts properly due to the amount of unknown vocabulary could be a demotivating factor. However, the majority of students (73% = 51) found that there were 'few' unfamiliar vocabulary items in the reading texts, while 13% (9) answered 'many', and only 3% (2) thought that there were 'too many'.

Interviewees, Sema, Adnan, Bilal, Tarkan also complained about unknown vocabulary in the reading texts, which made them difficult to understand:

'...there were lots of unknown words that made it difficult to understand everything in the text' (Adnan/52).

'Few [words] not many' (Bilal/53).

'Some unknown words' (Tarkan/54).

However, they used learning strategies such as highlighting the unknown words and looking them up using an online dictionary to find their meaning:

'I highlighted them and then I used the online dictionary and Google Translate to find the meaning of the unknown words' (Adnan/55).

Feeling nervous in front of the class while presenting was also a demotivating factor; nevertheless, the anxiety diminished as time went by and they gained confidence:

'I liked all the activities but I felt nervous when I did my first presentation in front of the class ... after the first presentation, I got used to the environment and I was OK' (Meryem/56).

Lack of understanding of the teacher's language was another demotivating factor that was noted:

[Blog 13] I did not understand much from the teacher in this lesson but I learnt many things that I needed.

Overall, the pre- and post-task data about motivation and reading habits indicate that students' motivation increased and they now read more than they did before taking part in my study,

which indicates that the introduction of technology-enhanced task design had positive effects on their approach to reading English.

RQ2: To what extent does the introduction of technology-enhanced task design enable students to exercise control over their English language learning in Anatolian High Schools?

Table 4.10 Average responses to items in relation to different aspects of autonomy

Aspects of autonomy	Average scores (Highest: 5.0)
Collaborative learning (items 27, 29, 35–37, 39 and 42)	4.8
Exercising control over their learning (items 26, 28, 30, 40 and 41)	4.8
Willing and able to exercise control over the learning of English (items 32, 33, 34 and 43)	4.8
Learning strategies (items 31, 38, 44, 45 and 54)	4.8

Table 4.10 shows the overall tendency in the responses with regard to aspects of autonomy. The figures show that all variables received equally high average scores. There were a number of comments which reflected various kinds of autonomous behaviours in the post-task interview, class blog discussion and open-ended questionnaire items. The following comments illustrate these findings:

‘We learnt how to be critical and how to ask questions with confidence, and learnt how to find information in a short time, we learnt not to be afraid of asking for help and we learnt how to evaluate our lessons by discussing them critically’ (Kubra/57).

'Then, we asked questions to students in the school [interview] and discussed the results in our group and presented in the class ... at the end of each presentation, we discussed our impressions of the presentation process' (Meryem/58).

A Mann-Whitney U test was also performed on these aspects of autonomy pre- and post-task, which again showed differences in median rankings between pre- and post-task tests that were statistically significant (see Table 4.11).

Table 4.11 Mann-Whitney U test results: Questionnaire items related to autonomy

Variables	Test	N	Median scores	Mann-Whitney U value	Level of significance <i>P</i>
Collaborative learning	Pre-	70	4	651	0.001
	Post-	70	5		
	Total	140			
Willing/able to exercise control over the learning of English	Pre-	70	4	398	0.001
	Post-	70	5		
	Total	140			

Table 4.11 shows the median scores of the responses to the questions regarding aspects of autonomy (see questionnaire items related to autonomy in table 4.10). For collaborative learning and being willing/able to exercise control over the learning of English, the median scores are significantly different ($P < 0.001$) and the post-task median scores (5) are greater than the pre-test medians (4); therefore as in motivation, the probability that the differences arose by chance is very low.

4.3.7 Collaborative learning (items 27, 29, 35–37, 39 and 42) (N = 70)

There were many activities that provided the learners with opportunities to collaborate, such as discussing headings, pictures, YouTube videos, preparing presentations and delivering them as

a group. The results illustrate that the learners appeared to enjoy reading together, which influenced their language learning progress positively. Furthermore, collaboration encouraged them to put more effort into their learning, that is improved their reading skills as they had agreed strongly with the statements representing collaborative learning (average = 4.8).

When they explained their answers to items 69 and 70 about group discussions and pair work, students stated that exchanging ideas helped them to understand the text better than just reading and answering the questions. They discovered things that made them think differently. This might be because they worked together and benefited from each other's views, and as a result gained confidence. However, one student was not happy with his group and another one still thought that she was too shy to talk in English during the discussions and she did not find it useful at the beginning. However, I observed that towards the end of the first term, she participated in the lessons more actively than she had done at the outset (see Section 5.2.7 for further discussion of demotivators).

[Blog 14] Friends, I did not find it very useful because I am shy to talk in English.

Students talked about working together in the post-task interviews. Some of them explicitly expressed that they like working together and that group discussion improved their understanding of the reading topics, as Kubra/59 and Sevim/60 put it:

'... it [group work] was enjoyable and everybody works well' (Kubra/59).

'When we discussed the topics in the group, I understood better' (Sevim/60).

Others (Kubra, Meryem, Sevim, Adnan, Bilal, Tarkan) enjoyed the experience of planning and preparing group presentations, summarising and combining the interview results:

'I liked the preparation of presentations and conducting the survey with my group because we worked as a team and helped each other' (Kubra/61).

'We got together with my group then we summarised the information and planned and prepared our presentation ... it was a nice experience that I had never had before' (Adnan/62).

One student (Sevim) felt more secure and worked harder in her group,

'When we prepared our presentations, I worked harder than usual because I had to finish my part and I felt more confident because I was not on my own' (Sevim/63).

There were also some references to collaborative learning in the class blog discussion:

[Blog 15] It [classroom] had a very relaxing, friendly atmosphere and everybody worked nicely together.

[Blog 16] Everybody was excited about helping each other.

4.3.8 Exercising control over their learning (items 26, 28, 30, 40 and 41) (N = 70)

Students strongly agreed (average = 4.8) with the statements (i.e. doing research on their own using the e-pad, which enabled them to take steps in learning English), enjoying the opportunity to produce their own work (i.e. presentations), reading on their own, and improving on their own through active participation in the lessons (i.e. discussing the topics). Thus the students seemed to have seized the opportunities provided (e.g. conducting interviews, searching on the internet for information then presenting it in the class, reflecting their views on the extended activities) and were eagerly involved in carrying out the tasks. Exercising control over their learning also emerged as a strong theme in the post-task

interviews (see Appendix K). Some students felt confident, which led them to take responsibility for their learning. Bilal/64 made his case clearly:

'I know my feelings and I conducted the interview, which showed how confident I was'
(Bilal/64).

Other students participated in the learning process without hesitation:

'I participated in all the activities without any hesitation, especially when I asked questions to other students during the interview and presented the results in the class'
(Kubra/65).

Some appreciated the opportunities given:

'You let us do presentations, conduct the interview and discuss the lessons and activities on the class blog ...' (Bilal/66).

There is some evidence that students (Kubra, Sevim) showed initiative by taking control of their learning and improving their English by listening to the radio and reading newspapers in English outside the classroom:

'My speaking is improving, I can understand the general ideas of conversations when I listen to BBC Radio 4 and I can understand an English newspaper in English when I read it' (Sevim/67).

The e-pad-enhanced task design also seemed to provide students with the opportunity to exercise control over their learning:

'I use the e-pad to search online, prepare my presentations, to record interviews ... I can do many things on my own with the e-pad' (Tarkan/68).

In addition, some students (Kubra, Meryem, Bilal, Tarkan) thought that learners participated from the beginning to the end of the lessons:

'I think they participated throughout the lessons' (Meryem/69).

The above comments are relevant in so far as working on the specially designed tasks with the e-pad encouraged and empowered them to be more active and responsible for their learning.

Sevim/70 explained her active participation in detail:

'We are always involved in the activities, like presentations, interviews, discussing with friends as a group and reflecting our ideas at the end of each lesson ... we are always active in this class' (Sevim/70).

Active participants are those who seek help and take risks:

'As I said, I come to you when I have problems and in the class I am not afraid of making any mistakes ... because you said that without making mistakes, we would not learn anything in this life' (Tarkan/71).

'I liked when we asked questions to our friends at the end of the presentations' (Meryem/72).

These reflections are supported by the findings from the exchanges in the class blog:

[Blog 17] I can read and understand the general ideas from English newspapers without looking up a dictionary or Google translation.

[Blog 18] My teacher gave me the name of a website called ‘bugclub’ and I found lots of stories I like. I will read as much as I can.

[Blog 19] Yes it [bugclub] is a very useful website.

[Blog 20] I read about Malala on the internet too and she deserved it [Nobel Prize].

[Blog 21] I read about the Taliban and they are horrible.

[Blog 22] I read more on the UEFA women’s football league.

[Blog 23] I learnt that I should be active in the class to improve my language.

The comments imply that students feel more confident and they are ready to take any opportunity to read and use the language (see next chapter for further discussion).

4.3.9 Willing/able to exercise control over the learning of English (items 32, 33, 34 and 43) (N = 70)

The results suggest that students were more willing and able to exercise control over the learning of English after using the e-pads and carrying out the specially designed tasks. They scored highly positively (average = 4.8) on statements that addressed willingness to conduct interviews, to search on the internet to find information about ‘fun festivals’, ‘women’s football’ and ‘Malala’s story’, and to present their results to the class even if they found it difficult at the beginning.

The following reflections from the interviewees provide further evidence that they are willing and able to take responsibility for conducting interviews:

'The interview process gave me the confidence to go and ask students questions in the school ... I'd like to do it again' (Adnan/73).

For preparing and presenting their presentations:

'There was also big participation when we prepared and delivered our presentations ... because we loved the presentations' (Sevim/74).

The e-pads also contributed to the students' willingness and ability to exercise control over the learning of English:

'It [the e-pad] makes our learning easy because I can search for information for my lessons, as I did when I searched for information on festivals, women's football and Malala, and found the information quickly' (Sevim/75).

See Section 4.3.3 for the reflections noted earlier (class blogs 8–10) on willingly reading on their own.

Autonomous learners are creative learners who are able to make suggestions for improvements. Students were given choices to suggest how to use the e-pad and improve the lessons. There were numerous references indicating students' creativity. Students made linguistic and non-linguistic recommendations. They were able to suggest how they could improve their reading, listening and speaking skills:

'... in the class we can read aloud while the e-pad is recording and then listen to our own voice. By this way we can improve our reading, listening and speaking skills' (Kubra/76).

Some recommended how to improve their presentation and research skills:

'We can do more research and presentations as we did with you ... we can research and send our draft of what we have found to our teachers for feedback and then we can correct it and present the results in the class' (Meryem/77).

Others suggested less restrictions and more access to websites to discover and create their own materials:

'The MNE should extend the content of the e-pad and they should allow us to access websites to discover new things, download new apps or we can create our [own] apps ... like a vocabulary bank' (Tarkan/78).

Others discovered some features of the 'bugclub' website, and were suggesting books to each other and ways to 'read' them:

[Blog 24] I can suggest to you a nice book from the bugclub, go to level 2, red colour. The name of the story is 'At the Fun Park', Category A. I found out that I can listen to the book on the 'bugclub'.

4.3.10 Learning strategies (items 31, 38, 44, 45 and 54) (N = 70)

Students deployed various learning strategies, such as metacognitive, cognitive, social and affective strategies, during execution of the reading tasks (average = 4.8). Searching on the internet seemed to enable them to use different learning strategies, such as consulting online dictionaries or looking for information from different web resources. Some of the students used metacognitive strategies, such as organising an activity and self-monitoring when they were preparing and delivering their presentations on 'fun festivals', 'women's football and 'Malala's story', and conducting interviews. In their responses to item 63, students loved the

prediction activities because when they watched the video clip and saw the photos, they knew what they were going to read. They also used metacognitive strategies to monitor their own progress regarding learning English in general and reading in English in particular. There were a number of comments in the post-task qualitative data which reflected various kinds of learning strategies applied during task execution. Kubra, Meryem and Sema used metacognitive and cognitive strategies:

'We summarised our interview results, organised the information and each group member presented one part' (metacognitive) (Adnan/79).

'I predicted the content of the texts from the YouTube videos, photos and title' (cognitive) (Meryem/80).

Students used social and cognitive strategies to find the meaning of unknown words:

'I used the online dictionary ... asked friends in my group, and worked out meaning from the context' (cognitive and social) (Sevim/81).

'I [...] guessed and used Google Translate ...' (cognitive) (Tarkan/82).

'I asked my classmates when I needed' (social) (Sevim/83).

Some students found their first presentation a bit challenging; however, they used social strategies that motivated them to overcome the obstacle:

'I found the first presentation a bit difficult, but we helped each other in my group and we finally managed to complete our first presentation' (social) (Meryem/84).

Others used different learning strategies when reading online books to tackle the unknown words:

'... when I read a story on the "bugclub" website, I highlighted the unknown words and then I used the online dictionary by clicking on the link to find out the meaning of those words because I did not have time to look up all of them ... we do not need to know every word to understand the general meaning of reading a story' (cognitive) (Adnan/85).

Furthermore, students also used the reading skills they gained, such as skimming, scanning and intensive reading, while reading online:

'I have learnt different types of reading skills, such as reading for general ideas, specific information and comprehension ... I am using those skills when I read because you taught us those skills to use them when reading' (Kubra/86).

The learning strategies hinted at and/or mentioned explicitly in the contributions to the class blog were:

- Searching websites to find information.
- Helping each other while combining the information from the interview results.
- Planning, organising and dividing the task among themselves while searching for problems about women's football in Turkey.
- Solving problems by suggesting ideas to each other.
- Using Google Translate to look up the words.
- Highlighting unknown words while reading on bugclub.com, then clicking on those words to hear their pronunciation and repeating them at the same time.

Students were further encouraged to employ the metacognitive strategy of self-evaluation.

4.3.11 Self-evaluation of reading fluency level (N = 70)

Table 4.12 Responses to self-evaluation of fluency level in reading English

Post-task item 54	Excellent 19	Above average 39	Average 12	Weak 0
Pre-task item 25	Excellent 1	Above average 8	Average 51	Weak 10

Table 4.12 shows that a clear majority of participants' perceived their reading level as having improved after the use of the e-pads and execution of the reading tasks designed for this research. Students evaluated their reading fluency level in English as above average (56% = 39), excellent (27% = 19) and average (17% = 12). No student selected the 'weak' option. Therefore, the specially designed reading tasks supported by use of the e-pad appear to have contributed to an improvement in the students' reading levels.

Interviewees Sevim/87 and Adnan/88 monitored their own progress and reading level:

'Because they [presentations] are for our benefit and I realised that my speaking and reading skills in English have been improving since I started this class' (Sevim/87).

'First of all, I am improving my reading in English with this way because I read a lot of things when I prepared my presentations' (Adnan/88).

The above statements confirmed that both students' self-awareness of the improvement of reading skills and their fluency level in reading has improved as well, as does the class blog:

[Blog: 25] Yes, my reading level has been improving ...

4.3.12 Reflection

The findings gathered through the post-task qualitative research tools, namely interviews, class blog discussions and explanations to open-ended questionnaire items, provided a good amount of evidence of students' reflection. The majority of the reflections have already been reported in the previous sections. As noted by some students, the feedback stage and class blog discussions created an environment that fostered student autonomy, which allowed them to reflect on their presentations, the overall classroom atmosphere and activities that had been designed specifically for this study. Some of the students' reflections were (item 73):

- They were given the opportunity to be able to discuss what they thought about the activities and lessons in this class at the feedback stage and on the class blog.
- They liked the teacher to ask them to comment on the lessons.
- They were shy to talk in the class but they revealed their thoughts on the class blog.
- They posted their ideas on the class blog without any hesitation.
- They posted their ideas on the class blog after deep thought.
- They learnt and reflected on their ideas in a stress-free environment.

At the feedback stage, with friends, they discussed the benefits of the presentations and the activities they carried out, and they thought that it was very useful because they had the opportunity to reflect on what they learnt. On the class blog, they had more time to think and prepare what they wrote. They suggested that they should have those discussions in the class all the time.

These considerations suggest that creating a comfortable and relaxed environment for reflecting is necessary for promoting learner autonomy and gives students the opportunity to

find out about their classmates' thoughts in relation to the tasks and lessons, as stated in the following quotes:

'It was nice to see my friends' views and comments about what we had done'
(Kubra/89).

'Discussions in the class teach us a lot of things ... I can see my weakness and strong sides ... my friends' ideas on the lessons, activities ...' (Tarkan/90).

The findings illustrate that reflecting on learning is a key to developing learning strategies, autonomy and motivation.

4.4 SUMMARY

RQ1: How does the introduction of technology-enhanced task design affect the motivation of students to read in English in Anatolian High Schools?

In general, the pre-task data showed that intrinsic motivation received high scores (average = 4). Examining the items representing intrinsic motivation more closely, I found students' intrinsic motivation to be moderate, while their perceptions of their future intrinsic motivation (e.g. they will read and enjoy more English if they use the e-pad in the class) received a very high mean score (average = 4.4) before using the e-pads in task-based learning. The results were confirmed by the participants' comments (Sema/9, Banu/10). Students displayed somewhat positive attitudes towards learning English; however, they seemed to hold less positive attitudes towards their learning situations. Students blamed the education system as a whole.

In contrast, overall, the analysis of the post-task findings showed that learners in this study appeared to express highly positive attitudes and a stronger desire towards learning English, reading in English and the task-based learning situation. Similarly, they expressed stronger intrinsic motivation for reading in English. They also became aware of how being interested in a topic and personal relevance facilitated their understanding of texts. However, there were some technological issues (i.e. frozen screen), factors related to the difficulty of texts (i.e. unknown words), instructions by the teacher (i.e. not able to understand the teacher's language), and there was a culturally inappropriate reading topic, that were noted as demotivating factors. The differences in motivation scores between pre- and post-task were shown to be statistically significant.

RQ2: To what extent does the introduction of technology-enhanced task design enable students to exercise control over their English language learning in Anatolian High Schools?

Pre-task data showed that students demonstrated moderate willingness and ability to exercise control over the learning of English, and positive attitudes towards collaborative learning as aspects of learner autonomy. In addition, they deployed limited learning strategies, such as using a dictionary intensively, due to finding reading English stories very challenging. This may have been one of the reasons that the overwhelming majority of the subjects were uninterested in reading English for pleasure and/or they also found the reading materials very tedious (Sema/9).

On the other hand, the results from the post-task data showed that students' active involvement individually and/or collaboratively in the learning process seemed to foster their autonomy. Searching online, conducting interviews, and delivering presentations, along with

reflection inside and outside the class also enhanced students' willingness and ability to exercise control over their English language learning. This suggests that the reading tasks designed for this study, using the e-pad, prepared and encouraged the students to exercise control over the learning of English. Furthermore, the majority of the participants self-assessed their reading level as above average or excellent following the reading tasks using the e-pad, which shows the benefits and positive impact of the e-pad-enhanced task design on the participants' reading level. The reading tasks also provided opportunities for students to use a wide variety of learning strategies (metacognitive, cognitive, social and affective), while executing reading tasks, which showed a clear picture of students exercising control over their learning of English. The differences in learner autonomy scores between pre- and post-task were shown to be statistically significant. As a result, in line with Lamb's study of secondary school students in the UK (2011), the findings from this study highlight a positive relationship between motivation and autonomy. For example, students strongly agreed (average = 4.8) with item 37: 'working together' and 'sharing ideas has encouraged me to put more effort into my language learning'.

CHAPTER 5 DISCUSSION

5.1 INTRODUCTION

The findings presented in the previous chapter will now be discussed in relation to the literature and, in particular, the key concepts of motivation (RQ1) and autonomy (RQ2).

5.2 MOTIVATION

RQ1: How does the introduction of technology-enhanced task design affect the motivation of students to read in English in Anatolian High Schools?

5.2.1 Students' ICT background

To prepare our students for a new teaching and learning environment in the digital age, appropriate support and training are required, as reflected in the students' responses (88%) to item 38 in the post-task questionnaire. It is also crucial to establish the extent to which learners are already familiar with the tools and applications they are expected to use in the classroom, such as – in the context of the current study – e-pads, and to find out what they usually use them for outside the classroom. Previous research on approaches to task design involving the use of technology has found a number of challenges, such as a lack of technological skills (Hampel, 2006) or only superficial digital proficiency (Kurek and Hauck, 2014). Thus Hampel (2006, p. 112) rightly reminds us that '[w]e cannot expect learners to be competent users of the new media who are aware of the affordances and how to use them constructively'. Misjudgements to this effect are likely to affect students' task performance negatively (Hampel, 2006) due to lack of awareness of affordances and how to make use of them (e.g.,

hyperlinks), and because they are in the habit of using Facebook for recreational purposes rather than for language learning, or for reading in English in particular.

The pre-task data show that most students are familiar with devices, but they have not yet had any access to an e-pad or iPad. Some students have good computer skills, while others do not. The students also use the internet for different reasons, such as chatting and playing games rather than for learning.

However, it transpired from the pre-task questionnaire and the needs analysis that the majority of the participants (89%) required training in using the e-pad. Two-thirds of the participants may have had access to a computer at home and they may also make use of and be good at social networking, but this does not mean they can easily handle an e-pad and its affordances in a formal educational context (Selvyn, 2009). The participants in this study reflect the situation Wheeler (2011) describes and the MNE had made assumptions in not offering students training. In the first two weeks after my students had received their e-pads from the school, I observed the technological challenges they encountered and noted them in my journal. The majority did not know how to use this device, with some not even knowing how to turn it on. Some did not have their e-pad chargers (11 October 2013) and two students received their e-pads 11 days (22 October 2013) later than their peers. I was therefore not surprised that 13 students suggested going back to using the course book, as I recorded in my notebook (14 October 2013), and some students complained outright about the situation. In the FATİH project, it is more or less left to the teachers to prepare the students for using the new device and for integrating it into the classroom in a meaningful and pedagogically informed way and reducing the technological challenges to create as stress-free an environment as

possible. I observed that within two weeks, most got used to the e-pad and the following posting on the class blog is representative:

[Blog 26] I had difficulty in using my e-pad but now thanks to my teacher and classmates, it is very easy and I love it.

Varank and Tozoğlu (2006) observed that lack of training demotivated learners from using ICT in classrooms. They rightly recommended that, before embarking on any ICT-based project, every detail should be considered and appropriate training should be provided for both teachers and students. Language learning is not an easy task and it is a long process. Adding what could be perceived as a technological burden to the learning process can demotivate students before they even start learning the language,

'I did not know how to turn on my tablet, because I did not use it before ... and it was frustrating to have one and not to know how to use it' (Sevim/91).

In fact, the participants faced a double challenge: the foreign language and the technology used. As stated by Kurek and Hauck (2014, p. 5): 'This is particularly relevant in technology-enhanced language learning and teaching where [...] activities are – by default – mediated twice: by the technology used and by the second language (L2).' This seemingly obvious fact is often overlooked by policymakers and school managers (Boy, 2013), and truly reflects my teaching context. To make constructive use of the device and successfully integrate it into the classroom requires some degree of e-pad literacy in a formal setting; therefore, technological training was needed. Similarly, Gönen and Akbarov's survey results with university students in Turkey (2015) showed that students 'need assistance to use mobile technologies for language learning purposes' (p. 120).

5.2.2 Reading habits and interests

Previous research conducted in Turkey showed that Turkish Anatolian High School students do not generally like reading in English (Göksu and Genç, 2011). In this study, only 31% (22) of the participants read in English (item 30) before they experienced a technology-enhanced task-based learning environment where looking for, finding and reading resources in English was systematically fostered. Similarly, Bülbül et al. (2014) found that high school students' reading habits in Turkey were very low compared to the rest of the world, and Çocuk Vakfı (2006) also reports that 70% (49) of teenagers in Turkey are not interested in reading. Altınyelken (2010) attributed the lack of reading habits to an exam-driven education system in which children are cognitively and intellectually underdeveloped and neglected. If this trend is compounded by the fact that they do not understand what they read and find it challenging to read in English, as expressed by Sema/92 in the pre-task interview, it will most likely demotivate students to read in English, as found by Rahman et al. (2010) in the Pakistani context.

'I do not like reading in English because I don't understand' (Sema/92).

Unsurprisingly, I noted comments I heard in class before the e-pad-enhanced tasks were introduced (18 September 2013) testifying to the effect that some students did not have any interest in English and that they had difficulties in understanding what they had been expected to read at school so far, such as course books. Drawing on Ushioda's results (1998), Dörnyei and Ushioda (2011) relate learners' lack of motivation to external factors, such as teaching methods and learning tasks. A further reason may be related to the lack of help that students get from their teachers (Banu/6) or from their classmates due to the lack of interactivity in the

classroom. Thus, students may simply not want to read and/or may even give up reading altogether. This resonates with Little's (1990, p. 12) warning that initially learners may not want to take control over the learning of English, because of a lack of autonomous learning experience, a tendency also observed by Borg and Al-Busaidi (2012) in Oman and by Course (2014) in Turkey. It is, therefore, important to create a learning environment where students are able to engage and interact with each other and use social strategies to ask for help when it is needed. It has also been noted that stimulating an L2 environment for reading skills is widely recognised to be a prerequisite for successful language learning (Ellis, 2008; Krashen, 2007a). In this study, a stimulating environment supported by the affordances of technology was created for students, an environment that encouraged searching for information in English using an e-pad, conducting interviews and reflecting their ideas in the class blog discussions.

The pre-task results indicate that only a few students (4% = 2) used to read in English for pleasure on a daily basis, which could be related to the reasons mentioned above, and this aversion may result in insufficient reading skills (Bedir, 1998, cited in Göksu and Genç, 2011). Banu/2 in the pre-task interview indicated that she liked reading simple stories; nevertheless, she had to regularly consult a dictionary due to her level of English. As a result, she found the reading process tedious having spent 10 minutes per page (Banu/17). I noted similar observation in my journal (18 September 2013), that is when I asked my classes about their reading habits and the genre they read, only seven students in total indicated that they read English newspapers, magazines and simple stories but they found it challenging. These might be the reasons that the majority of students did not find reading in English interesting coupled with the reading activities that students felt were boring and grammar-based in their previous learning experience:

'... I learnt grammar but nothing else' (Banu/93).

Furthermore, Banu/4 complained about the lack of book stores to buy English short stories. I am surprised that no one appeared to find online materials in this digital age, because 77% (54) have access to a computer at home and could – at least in theory – access a huge amount of online materials to read, and as so many of them are using computers for games and social networking, their exposure to English is probably greater than they are aware of. However, while designing the questionnaire, I had conventional reading materials in mind, such as short stories and newspapers on screen. Not finding online materials could be related to students not having internet access at home and/or they are used to being spoon-fed and told what to do (Course, 2014). They may not learn how to take the initiative and be proactive. Therefore, they may need to be reminded that they are actually reading authentic materials on Facebook (Banu/5). It may also be too expensive to go to an internet café to print out materials. My journal observations on 16 September 2013 regarding further reasons show that some students do not have computer access at home, some of them use their neighbours' internet and the others do not have internet access. From my experience as a student in the past, and my observations and conversations with my students today, I know that some parents are in challenging financial situations. Students believed that the e-pad would help them to access better resources to read on the e-pad, thus lessons would be more fun and exciting.

Concerning the post-task data, overall there is a more positive picture regarding students' reading habits and their interest in reading English compared to the pre-task data. The effective and constructive use of computer technology and the use of new pedagogical practices supported by the e-pad led to language learning (Boy, 2013; Hauck, 2007), and, more specifically – in my situation – students' reading skills (Course, 2014). After 10 weeks

of using the e-pads and engaging with the online reading tasks, students seemed to be ready and feel confident in their ability to take responsibility, which is a crucial step towards being autonomous learners as maintained by Cotterall (1995), because the overwhelming majority of students (95%) reported that they seemed to be motivated to read in English every day and/or three or four times a week (items 55 and 56). The following response to item 70 and the quote by Sevim/94 also shows that students enjoyed reading:

'I like reading stories from the "bugclub" website, it is really nice' (Sevim/94).

The findings may indicate that necessary steps (i.e. the use of e-pads and task design) towards a gradual implementation of language learner autonomy were taken, ensuring that students liked their reading (Course, 2014; Cotterall, 1995) and spent more time reading for pleasure (Krashen, 2004). Thus language teachers can help their students by designing online reading tasks that take account of students' needs and interests and provide a stimulating environment that enhances motivation and encourages learner autonomy by taking control over their language learning and finding reading material in English using technology. In this study, students were able to search on the internet and read around the topic and they continued reading for pleasure on the 'bugclub' website and read newspapers as indicated by Kubra/33. Cho and Kim (2005) found that those who read newspapers voluntarily in their free time at school made significantly better gains in English than a comparison group. The next sections will further focus on aspects of motivation in detail.

5.2.3 Attitudes towards learning English

The pre-task data show that students appeared to have positive attitudes towards learning English. The attitudes expressed by the students may be explained by their response to the

statements that addressed their plans to be fluent in English and awareness of the importance of the English language as a world language, as mentioned by Banu/7 in the pre-task interview.

The post-task data show that the participants' attitudes towards learning English had improved (average = 4.9). In line with Abdul-Razak's findings (2000), students claimed that they enjoyed learning English when using computers (e-pads) (Meryem/22) and had positive attitudes towards learning English, as found by Vaezi (2008) in the Iranian context. The students seemed to suggest that learning English using e-pads was interesting and useful. This may be because students were able to use their e-pads to search for and gather information about their projects, as indicated by Kubra/76, and as recorded in my journal during class feedback at the end of the second task on 15 December 2013.

Therefore, technology-enhanced task-based activities such as searching on the internet to find out solutions to problems with 'women's football' in Turkey may have a positive effect on students' attitudes towards learning English, as these comments by Meryem/95 and Kubra/96 illustrate:

'At the beginning, I thought how can a computer affect my English learning but since I had my tablet, I have realised that it has changed my view completely ... I search on the internet when I need to do my work ... for example, when I did my presentations' (Meryem/95).

'We are able to record our interviews and save our work in our e-pads' (Kubra/96).

When students feel that they are making progress and are aware of the opportunities associated with their English learning they will naturally have a positive attitude towards English and

they may even want to improve their use of it by working in holiday resorts, such as Marmaris and Alanya in Turkey. Indeed, I noted in my journal (13 June 2014) that some students intended to go and work in restaurants in a holiday resort. Eventually, eight of my students went to Marmaris and Alanya to do holiday jobs to improve their English and become English teachers in the future, as reflected in my journal entry (19 June 2014) (see also Section 5.2.6 for discussion in relation to extrinsic motivation). It is also important that students feel that they are not wasting their time in and outside the classroom, as reflected in their post-task interviews (Kubra/21) and posting on the class blog,

[Blog 27] I feel that my English is getting better and better.

In addition, in Turkey, English is the most frequently studied foreign language. On an interpersonal level, being able to read and understand English symbolises modernisation and the elitism of the educated middle classes and those on the upper rungs of the socio-economic ladder. This is because English is a world language that connects them to the rest of the globe, as I found in my MA study (Koruyan, 2009).

5.2.4 Attitudes towards the learning situation

With regard to the participants' initial attitude towards the learning situation, their responses to the pre-task questionnaire revealed a somewhat moderate disposition (average = 3.2). In addition, in the pre-task interviews students were not enthusiastic about their past learning experience, teachers, or activities in the course books, as discussed in Section 5.2.2.

In her pre-treatment questionnaire and interview, Course (2014, p. 152) found that her students did not like reading activities and she found that the traditional reading activities provided 'neither novelty nor optimal arousal, hence failed to provoke curiosity', similar to what

Sema/9 felt in this study. In addition, Banu/6 did not find her previous teacher to be helpful when she asked for assistance regarding English short stories. In fact she felt that she had been ignored by the teacher, who simply suggested she read the course book. Such behaviours, as Deci and Flaste (1995) caution, may affect students' attitude towards the learning situation and demotivate them from learning the language in general and reading in English in particular. Therefore, in order to motivate students in technology-enhanced language classrooms, teachers should listen to students' voices and help and guide them until they feel confident and able to choose appropriate reading books, short stories and other reading materials. An example of this is the 'bugclub' website that I introduced to them during the technology enhanced tasks (see Appendix L for an example from the bugclub website).

Further, Kubra/97 made a slightly controversial generalisation in her post-task interview when she claimed that the majority of teachers of English cannot speak English properly, which is why they speak Turkish most of the time in the classrooms,

'I think most of our English teachers here cannot speak English properly, therefore, they speak Turkish in the class' (Kubra/97).

This statement shows how important English language use in the classrooms is. This is most likely because some students see this the only have this opportunity to practise English, and they may see their teachers as the only resource. As Tomlinson (2011) suggests, teachers should increase quality teacher talking time and chat in English with their students, describing it as an 'authentic and meaningful exchange' between student and teacher.

Sema/7 also complained about the situation in general regarding learning English due to the system as a whole. It appears the methodological approach and the course materials provided

by the MNE are not adequate to improve language skills, even beyond basic levels (Büyükkantarcıoğlu, 2004). Changes in every aspect of the education system are necessary to foster students' positive attitudes towards the learning situation. A stress-free class is necessary in order to increase students' motivation and self-confidence. In the post-task questionnaire, item 15, students indicated that they felt very motivated by the class atmosphere. This shows the importance of creating an environment where our students can feel relaxed and are able to express their ideas freely (Ushioda, 2011), as some of the students (e.g. Bilal) reflected in the post-task interview:

'Since I started this class, my negative ideas about English have changed ... I thought that English was a very difficult language and I would never be able to learn it but this class has changed my thoughts ... I can actually learn it and I am confident' (Bilal/98).

The post-task data illustrate that students displayed very positive attitudes (average = 4.8) towards learning situations, as found by Yaprak (2014), Meri (2012) and Al-Shammari (2007) in CALL environments. The current study found that students liked and benefited from computer technology and its applications, namely the e-pad, YouTube clips and the 'bugclub' reading website (e.g. Blogs 18/19). Furthermore, creating a warm, non-threatening and authentic learning environment as well as exposing students to authentic web-based materials seemed to have a positive effect on students' attitudes towards the learning situation (as noted by Yaprak, 2014; Lee, 2000). Kubra/23 and Sevim/24 commented in the post-task interview that they liked the learning environment and the activities. Based on the students' responses, it is possible to argue that the e-pad and reading tasks provided novelty and/or optimal arousal in terms of their attitudes towards language learning situations in general. The teacher also had a positive influence on students' attitudes towards the learning situation (Tarkan/31). This is

because I, the teacher, value my students' contributions to the lessons. The e-pad appeared to have a major impact on students' attitudes towards the learning situation as well (Kubra):

'I like learning with the e-pad ... because it helps me a lot' (Kubra/99).

Indeed, the class blog discussions and my journal observations confirm the students' comments that they loved watching the football clips on YouTube:

[Blog 28] I loved the goals I watched on YouTube in the class today, they were fantastic.

It has been argued that the rapid growth of the use of CMC-based language learning makes language learning more enjoyable, effective and useful (Hall and Higgins, 2005), which was also reflected in class blog 28. The statement above by Kubra/99 shows that a positive attitude towards the learning situation also motivates students intrinsically to learn the language in general and read in English in particular; as Krashen (2004) suggests, reading for pleasure requires a stimulating environment. This is discussed in more detail in the next section.

5.2.5 Intrinsic motivation

The overall pre-task data reveal that students seemed to have intrinsic motivation. However, when looking at the participants' answers more closely, there were differences in their answers to certain items. Their views on enjoyment of learning English in general (item 48; average = 3.5) were moderate. Not having a strong intrinsic motivation to learn English may be attributed to the traditional means of teaching as observed by Saraç (2013) and Boyno (2011) in their studies. The repetitive classroom procedures may also fail to promote intrinsic motivation, as found by Course (2014) in her pre-treatment questionnaire with Anatolian High

School students. On the other hand, their responses to items 40–45 in the pre-task questionnaire about their intention regarding their future reading habits indicated that they wanted to spend more time on reading with the availability of an appropriate tool, the e-pad. This could be a means to an end, providing authentic materials to the students to read more and enjoy the learning process, as found by Samur et al. (2015) at Anatolian High Schools. Their participants indicated that they would access more online materials and enjoy their language study with the use of e-pads (Samur et al., 2015). Therefore, the e-pad along with specially designed tasks could serve to both stimulate students' interest and help them in their reading. As reported by Krashen (2007a) and Clark and Rumbold (2006), creating a stimulating L2 environment for students to enjoy reading is widely acknowledged to be an important factor for language learning acquisition in general and reading in particular. Here, the impact of technology-enhanced task-based language learning on students' attitudes to reading is clearly observed, because they believed that the e-pad-supported task design would contribute to their language learning in general and reading in particular (pre- tasks: item 39). Perhaps, the best use of the e-pad, given today's technology, is 'Free Voluntary Surfing' as suggested by Krashen (2007b), simply encouraging students to wander through the internet as my participants did in this study by reading around the topics within the constraints set by MNE. Language teachers should seize this opportunity and design technology-enhanced tasks that cater for students' needs and interests, as I did in this study. The tasks should be meaningful, relevant and personalised to encourage students to read voluntarily.

As far as the post-task data are concerned, students displayed stronger intrinsic motivation compared to the pre-task data. This study echoed findings by Course (2014) who found that Turkish Anatolian High School students' intrinsic motivation increased after her intervention

project about reading English stories in English language classrooms. It was the highest scored motivational variable (average = 4.9), along with students' attitudes towards learning English. Their responses to item 15 suggest that they used the opportunities the e-pad provided and task design led to students' intrinsic motivation being enhanced as suggested by Yaprak (2014). A possible explanation is the novelty of the technology, as found in a similar context where Yaprak's participants (2014) felt motivated when they learnt that their task was going to be done through computers. The other reasons could be linked to the participants' enjoyment of authentic reading tasks covering a wide range of topics related to their hobbies, interests and real life. Engaging classroom activities, a relaxed learning environment and the influence of their teacher who helped, guided and encouraged them to be more active in the learning process seemed to enhance students' intrinsic motivation. As Samur et al. (2015) discovered, reading more online resources furthers students' reading enjoyment and positively affects their reading dispositions by the end of the school year.

It appeared that these factors affected their enjoyment of learning the language and increased their intrinsic motivation, which was reflected in the students' post-task interviews (Sevim/32, Kubra/33, Meryem/34, Bilal/37 Tarkan/45) and class blog discussions,

'Since I started using the e-pad, I have been enjoying learning English and I have realised that I am now spending more time reading in English on the "bugclub" website' (Meryem/100).

'I loved watching the goals in the Women's World Cup' (Tarkan/101).

'Malala's story was very touching and I have realised the importance of education that I sometimes forget' (Sevim/102).

'The lessons are fun' (Meryem/103).

[Blog 29] Due to our teacher, I love this class; it is very different from my other classes.

Some students were intrinsically motivated to adopt the habit of reading simple stories in English. I provided them with the 'The Famous Five' book series by Enid Blyton, which they read at home and discussed in class the following day with their classmates:

[Blog 30] I have finished chapter 3, 29 pages and I love it and it is very exciting.

[Blog 31] I read mine too, it is a bit difficult to understand everything but I read it slowly and try to get the general meaning. I learnt lots of vocabulary and I feel that I understand what I read more than before.

[Blog 32] I read one chapter, four or five pages, every day after my dinner and two chapters at the weekend as our teacher suggested.

[Blog 33] When I read, I forget myself.

[Blog 34] I really like the 'bugclub' website because it has lots of stories and I can choose whichever I want.

From the extracts above, we can see that creating an extended classroom where students can easily access reading stories and where they can reflect on their ideas about the learning process appears to have been stimulating. It helped the students to enjoy learning English in general and reading in particular because it was pleasant for them to experience such a positive learning environment. The high quality of the learning experience, as Dörnyei and Ottó (1998) claim, is one of the key factors that help in increasing students' intrinsic

motivation. I also asked the class on 23 April 2013 whether they preferred learning English with the e-pad and noted the answers in my journal. They enjoyed using it because they felt it helped their learning and reading skills (items 57 and 58), and they could access online materials anytime they liked (see Samur et al., 2015) and/or watch lesson-related videos from YouTube, as Yaprak (2014) observed in the Turkish context. Abdul-Razak (2000) found that students who use computers in class enjoyed English more than those who did not. In addition, the introduction of technology-enhanced task design motivated students intrinsically, which emphasises the importance of both appropriate task design as suggested by Hampel (2006) and informed technology use as confirmed by Sotiriou and Primalis (2013) in their research.

I will now discuss the data in relation to specifically designed reading tasks delivered using the e-pad. Interview comments and class blog contributions indicated the effect of the e-pad and applications (e.g. YouTube) on fostering intrinsic motivation. In accordance with the views of Sotiriou and Primalis (2013), technology and its applications can be a very powerful aid when delivering reading lessons, and they can stimulate students' interest in reading. Indeed, students seemed to be involved in the learning process by reflecting at the feedback stage and during exchanges on the class blog, interacting positively with each other as discovered by Meri (2012) and proposed by Hampel (2006), while carrying out the online reading tasks. This appeared to be important because they were intrinsically motivated, as documented in the post-task questionnaires, item 74, interviews (Meryem/34, Bilal/37) and class blog discussions:

[Blog 35] I loved the presentations and I cannot believe that I presented my topic.

[Blog 36] I understood the topic on Malala better when we discussed it at the end of the class.

[Blog 37] The lesson definitely encouraged me to search and read more about ‘women’s football’.

Concerning the length and level of difficulty of the reading texts, most participants found them to be an appropriate length and level. Grabe (2009, p. 179) points out that students should be able to read passages and understand them without difficulty to accomplish the tasks, and he emphasises that intrinsically motivated students seek out challenges. Only a few students found the texts long and challenging. However, it seemed that they (e.g. Sevim/43) did not give up, thereby overcoming the challenges by discussing the topics in their group (social strategy) (Oxford, 2011).

The brainstorming activities at the pre-reading stages (see the outline of the reading tasks in Appendix C) also helped them to understand the content of the reading texts better:

[Blog 38] I liked the pictures and YouTube videos about ‘women’s football’ and I predicted that we were going to read something about football.

[Blog 39] The questions at the beginning of the lesson helped me to understand the content of the ‘Malala story’ better and I was very affected emotionally by her speech.

Thus, brainstorming activities and group discussions encouraged the students to come up with thoughts and ideas that appeared to help them to better comprehend the reading texts, because they might have found them a bit challenging as Sevim/43 did. This shows willingness to collaborate.

The participants found the instructions displayed on the Smart Board helpful for carrying out the activities step by step (item 63). This shows that scaffolding and transparency in task

instructions also play an important role. Their responses to item 62 seemed to suggest that the students enjoyed activities which were also reflected in the post-task interviews (Meryem/44 and Tarkan/45). It was also documented in my journal (15 November 2013) that the YouTube videos and group discussions at stage 1 helped them to predict and understand the story, which enhanced the students' intrinsic motivation. Here the link between intrinsic motivation and exercising control over the learning English is observed.

It is important to give students opportunities to choose their reading topics according to their interests. Students were encouraged to write down their favourite topics in the needs analysis (see Appendix B), which shaped the selection of the content of reading texts in this study. In this way, students' personal experiences were integrated into the course, which seemed to affect the participants very positively, since 94% liked the reading topics (items 66 and 74). Participants were particularly interested in the themes related to everyday life and cultural festivals (Grabe, 2009; Levy and Stockwell, 2006). The 'Malala story' affected their emotions (Kubra, Meryem, Sevim, Adnan), which was also observed and noted in my journal at the end of the lesson during the feedback stage on 15 November 2013. In her study, Course (2014) also found that the themes and topics led to intrinsic motivation. As Ushioda (1996) remarks, educators should provide a bridge between school practices and students' interests, and immediate lives to feed students' intrinsic motivation. Task design that promotes learner control encourages students to 'speak as themselves' and enhances intrinsic motivation, as Ushioda (2010, p. 2010) indicates.

However, four students were dissatisfied with the topic on 'women's football' (item 17). I noted their voices in the class after the lesson complaining that the topic was not appropriate culturally and religiously. Another student was not happy with the group and one student

found the teacher's language hard to understand (see demotivating factors in Section 5.2.7). I had asked the class whether they were happy with the topics/groups and no one had any objection, as recorded in my journal on 18 September 2013. Students had negative attitudes about topics and materials from their past learning experiences, as discussed in previous sections. These were identified by Banu/9 as boring and only 4% (2) used to read regularly. However, after the e-pad use, the overwhelming majority (95% = 67) read every day. These findings reflect those of Sotiriou and Primalis (2013) that the use of ICT motivates students to read more and, as Meri (2012) observes, enjoy the learning process. Thus, an intervention in the form of e-pads, along with fresh task design led to positive outcomes.

In addition, as a language teacher, I tried to create a supportive learning environment by making the most of the affordances of the e-pad, especially at the brainstorming stage, for my students to reflect and use their imaginations to reveal their desired and imagined personas, which seemed to affect their intrinsic motivation to read, as suggested by Pavlenko and Norton (2007).

In the post-task interview, students reported that they had realised the significance of interest and enjoyment in the topic, or personal relevance, especially when they were asked to think about a character in the class and/or read stories that is where they can identify with the characters. I witnessed the power of imagination and creativity in my students' imaginative talent, to bring into existence someone new with whom they had never met:

'For a moment, I closed my eyes and I found myself at the scene and I saw the crowd carrying Malala to the hospital' (Sevim/104).

The quote above shows how personalisation in the task design motivates students intrinsically. The technology-enhanced tasks seemed to help the participants to internalise stories (e.g. Titanic) that they read through the ‘bugclub’ website. In other words, from psychological point of view, while reading a book, some students may imagine living other ways of life, going to unfamiliar places, meeting new people while reading. Those students may have strong links or share similar characteristics with those characters in the books they read and they internalise this new life which becomes part of them. The role of personification here plays an important role in the task design which in turn facilitates students’ language learning. A few of the participants in this study interacted and identified themselves with the characters from the books they read as they revealed their ideas in the class, which I noted in my journal and which is also reflected in this student’s interview:

‘I read the Titanic on the “bugclub” website 3 weeks ago and when I was reading it, I found Jack the male character in the book very stimulating ... I saw the film after I finished the book and it was really good ... I watched it with subtitles and the vocabulary in the film seemed familiar’ (Kubra/105).

This shows the remarkable power of imagination in human life, triggered by reading in general and reading in English in particular. Imagination has been shown to have a strong impact on students’ intrinsic motivation to read in English (Pavlenko and Norton, 2007) and help them to grow and develop their actual persona (Rogers, 1980, p. 118). Thus, the tasks were designed to stimulate students’ imagination and the participants seemed to be inspired by the ideas presented in the materials, which in turn increased their intrinsic motivation to learn English. Yet, participants were motivated not only internally but also externally, which is discussed in the next section.

5.2.6 Extrinsic motivation

Extrinsic motivation refers to learning the L2 as a means to an end, often stemming from external factors such as parents' push or personal goals, like obtaining qualifications, as 27% of the students expected from the English lessons in the pre-task questionnaire. Their extrinsic motivation was influenced positively by factors (items 60 and 61: average = 3.6) such as financial benefits and family/friends. As a result, they need English for external desire which was slightly lower in the post-task questionnaire (items 48 and 51: average = 3.5). The findings could also be related to the FATIH project. The project itself represents an element of extrinsic motivation; it is an external push into the classroom to motivate the students. Similar results were found in Malaysian context by Abdul-Razak (2000) who found that her students enjoyed English using computers in their English classes. Thus, using the e-pads could have motivated students externally. The initial excitement about the e-pad will eventually begin to wear off and it may be impossible to sustain throughout as the result shows a drop from the average 3.6 to 3.5. Accordingly, language tasks need to be designed to convert students' initial excitement to intrinsic motivation, as I tried to achieve with this study. Students are now reading more in English than before (Section 5.2.5).

5.2.7 Instrumental motivation

Instrumental motivation refers to learning a language to obtain tangible, external goals (i.e. getting a good job or studying at a university) (Gardner, 1985). I recorded evidence of this in my journal on 18 September 2013 which was also confirmed by Banu/12. It was expressed even more strongly in the post-task questionnaire (items 46, 47, 50, 52 and 53: average = 4.7). English may be a bridge to success; it may open doors with respect to undertaking further

studies, to use English to study abroad (Kubra/50) and forging a better career as noted on the class blog (blog 12), for example in teaching, which in Turkey is considered a prestigious job for both men and women. Similar results were obtained by Karahan (2007) from Anatolian High School students who learnt English to achieve a future goal of either better job prospects or attending a reputable university. In addition, having a positive vision of meeting foreigners and international friends via the internet and speaking to them in English can also motivate students to learn the language. In this respect, the e-pad could provide the opportunity for Anatolian High School students to read more in English while chatting with their international friends on social networks.

Students may also have negative experiences, which could demotivate them from learning the language in general, and reading in English in particular, as seen in the next section.

5.2.8 Demotivating factors

Students complained about factors such as teachers' attitudes, quality of course books and the learning situation (Dörnyei and Ushioda, 2011) in the pre-task questionnaire, which were discussed in the previous sections. In the post-task data, the demotivating factors were related more to technical aspects, as noted by Hampel (2006), such as the speed of the internet and problems reading on screen, for example eye problems or frozen screens (see Section 5.2.1 for other technology-related problems). It was noted in my journal (21 October 2013) that the school did not have adequate technical support to solve these problems and this seemed to demotivate some students who had problems with their e-pad. I also noted that not all the students had basic computer skills and this discouraged a few students new to the technology at the beginning. Thus, I had to train them and ask the ones who were more technology-literate

to help their classmates where necessary. After all, autonomous learning does not mean working alone, but also collaborating with others (Dam 1995, p. 1). The other problems are related to methodological aspects, such as pace of the lessons, topic, that is women's football, the fact that they had to do group work and not everyone seemed to be happy in their group, and teacher language, as discussed in Section 5.2.5. An important aspect of the experience of working in groups was the possibility of conflict between group members and the possibility of unequal contribution to group work. However, most students seemed happy and I did not notice any problems while they were carrying out the reading tasks. I extended the timing of the second and third tasks by about 40 minutes because I realised that students could not finish the activities that formed the first task on time. However, I should have been more vigilant in the classroom with regard to other problems. Some students (Sevim, Adnan) had problems understanding the reading texts due to unknown vocabulary, as found by Rahman et al. (2010, p. 206) with Pakistani students. To overcome the problems they used learning strategies (see Section 5.3.4 for learning strategies). Some students felt uneasy presenting to the class; however, at the beginning of each class, I gave a small talk saying that we were all friends and there was no need to worry or be shy at all, which seemed to reassure the learners, as reflected in my journal, and at the feedback sessions they thanked me for encouraging them to deliver their presentations.

5.2.9 Summary of section on motivation

Students' motivation in language learning has been examined and differences have been found between the pre- and post-task data, with significant increase shown in the post-task data. Before the use of e-pads and specifically designed tasks, the majority of the students were not interested in reading, as Course (2014) found with her students, and a few students read in

English regularly. As well as Course (2014), other studies (Yaprak, 2014; Meri, 2012; Göksu and Genç, 2011; Dam, 1995) found that the use of new pedagogical practices and such practices supported by e-pad use have a positive impact on students' motivation in language learning in general and reading in English in particular. The results of this study provide evidence that the students' motivation was increased through a technology-enhanced task-based language learning approach which is further supported by the wider literature (e.g. Al-Shammari, 2007; Murray, 2005; Abdul-Razak, 2000) in the field.

5.3 AUTONOMY

RQ2: To what extent does the introduction of technology-enhanced task design enable students to exercise control over their English language learning in Anatolian High Schools?

The overall results from the post-task data show that students had (very) positive views on learner autonomy compared with those from the pre-task data. On average, the responses to identical items scored higher. This could be associated with the positive impact of e-pad use and the task design on students' language learning. This result is consistent with results from studies by Meri (2012) and Göksu and Genç (2011). It is also in line with work by Yaprak (2014) and Mutlu and Eroz-Tuga (2013) regarding the positive influence of ICT on the development of learner autonomy, along with the studies of Course (2014) and Dam (1995), which encouraged students to work collaboratively and take responsibility for their learning. The introduction and use of the e-pad in the language learning process may lend itself to the development of learner autonomy, along with the chosen approach to task design, which may have also influenced students' answers in a positive way, as Course (2014) and Yaprak (2014) discovered with participants who took an active role in their language studies. As the

interview activities were conducted and recorded outside the class, the e-pad provided Anatolian High School students with flexibility by empowering them to work independently at their own pace and in their own time (Healey, 1999). In addition, my students expressed enjoyment of the activities on the class blog. It was essential to give them the opportunity for reflection, as Skehan (2003) stresses the importance of the post-task stage in promoting learner motivation and autonomy. The discussion in the next section focuses on different aspects of autonomy in detail.

5.3.1 Collaborative learning

Learner autonomy is not only a product of independent learning but also a product of collaborative learning. The focus has shifted from independent to interdependent learning (Little, 2007). Students may work on their own but also as part of a group, as pointed out by Deci and Flaste (1995, p. 90). The pre-task data indicate that participants preferred to work together as a group (average = 3.9), as expressed by Sema/15, and they stressed their desire to work collaboratively even more strongly (average = 4.8) in the post-task data. This could be due to the fact that the reading tasks were designed to encourage students to work together and they gradually gained more confidence, as they explained in their answers to items 68 and 69. Group projects, such as searching on the internet, using their e-pad independently, finding a solution to the problems (Meskill, 1999, p. 145) (e.g. parental, social, cultural, economic and religious problems) with regard to women's football in Turkey (see 'women's football', lesson 4, step 7 in Appendix C/3a) and presenting the findings in the class, also created opportunities for collaboration that seemed to intrinsically motivate them as well (items 27 and 37). In line with Dam (1995), there were a number of comments (Kubra/66, Sevim/70) in the post-task interviews and class blog discussions, reflecting that participants liked collaboration and

benefited from it. These comments are from the feedback stage of each lesson and were recorded in my journal (from 8 November to 11 December 2013):

'Working with my classmates helped me to do things differently ... like I wore traditional dress when we presented our topic about "Gap Festival"' (Tarkan/106).

'I learnt many things from my friends ... how to prepare a presentation ... I really liked it' (Bilal/107).

'... I loved working with my group' (Sevim/108).

The impact of the social dimension of learner autonomy, as advocated by Kohonen (1992) is observed here. The observations in my journal suggest that collaborative learning fits very well into my teaching context and it is also supported by Murphy and Jacobs (2000), who suggest that learner autonomy develops quickly through collaboration and it is 'the product of an interactive process' (Little, 2007, p. 18). Thus, socio-collaborative learning activities in this study encouraged the participants to consider that there is more than one way of seeing and solving a problem, as argued in this section. Furthermore, the reading tasks in this study helped students to develop a sense of relatedness and collaboration which seemed positively to affect their language learning. However, we should not ignore the role of independence in the development of learner autonomy. This may be because, as Little (2007) emphasises, language learning develops through interaction and independence for the learner; thus exercising control over the learning of English develops from interdependence. I noted that some students who felt shy at the beginning gained confidence to present in class after working collaboratively, which is addressed in the next section. Thus, students, especially shy ones, developed a sense

of ‘relatedness’ as a component of SDT by working together in their group while preparing their presentations.

5.3.2 Exercising control over their learning

At the beginning of the semester before the distribution of the e-pads, I asked the class whether they had carried out any research about any topic and given a presentation based on their investigations to the class in their past learning experience. I recorded the answers in my journal on 16 September 2013 and only two students said ‘yes’ (one had come from Germany and the other had studied English in Oxford for 3 months):

‘I prepared and presented topics that were given to me by my teacher in the past’
(Kubra/109).

I also asked whether they would like to prepare a topic and present it in class this year and while nearly half of them said ‘yes’, the majority answered ‘no’. I told them to write down the reasons for their answers on a piece of paper if they wanted to. Students who answered ‘yes’ gave reasons such as it would be fun or exciting, or they would learn more because of their involvement. Those who said ‘no’ gave reasons such as they did not want to, they had not done it before, they would not know how to do it, and they would feel shy or nervous to speak in class. The answers and explanations above may indicate one of the problems, the habits learnt in the Turkish education system, which is still a teacher-centred, rote-memorisation system. Students expect their teachers to transmit knowledge while the students listen quietly; this is the learning culture of Anatolian High Schools in general (Boyno, 2011). A particular culture may not be ready to promote learner autonomy – as observed by Borg and Al-Busaidi (2012) in Oman and by Mohamadpour (2013) in the Iranian context, where students were not

aware of learner autonomy and they did not want to take risks while learning English. Implementing radical and sudden changes could have had a negative impact on students used to being 'spoon-fed' who were exposed to a potentially riskier, independent learning approach (Boyno, 2011, p. 14). However, with teacher encouragement, as indicated by interviewee Bilal/66), appropriate material and task design, students could be carefully guided towards being included in the language learning process by giving them some control over the learning of English, as suggested by Cotterall (1995) and Dam (1995). Students in this study had many opportunities to work together (e.g. group discussions, pair work) and individually searching on the internet with their e-pad, conducting interviews outside the classrooms and presenting the results in class. This reflects Little's view (2007) that moving from interdependence to independent learning should be gradual. The students' responses illustrated that the e-pad experiences and task design seemed to play an effective role in the students' approach to learning that is almost all students implied that they enjoyed the task, they participated through the lesson (Meryem/69) and came to realise that the initial reluctance that they had before the e-pad was all pointless:

'I was worried at the beginning about how to present ... but when I saw everybody presented, I said to my friend next to me that "there is no use fearing the inevitable"'
(Meryem/110).

This is because as their teacher I became a facilitator, letting the students engage with the tasks and thus exercising some control over their own learning, and, as Course (2014) discovered in her study, providing them with a supportive context. As a result, they enjoyed what they were doing and were confident in their ability to learn and exercise control over the learning of English (Bilal/64, Kubra/65), especially at the post-task stage, which Skehan

(2003) claims is crucial in promoting learner autonomy and motivation. They are now more confident and take more risks reading more independently and frequently than before, listening to BBC Radio 4 or reading online English newspapers and magazines, as reflected in contributions on the class blog.

[Blog 40] I can understand the general idea when I read the Daily Express newspaper on gazeteler.com website.

Participants seemed to be content with the resources provided, and this most likely influenced their willingness and ability to exercise control over the learning of English because they may have felt they were within their capabilities. Thus technology-enhanced task-based language learning helped them to develop the ability and willingness to exercise control over aspects of their learning, for example, through searching online for information about festivals, women's football in Turkey and Malala's story along with conducting interviews inside and outside the school (see Section 5.3.6 for further explanation). These are key elements of learner autonomy, a component of SDT together with relatedness.

5.3.3 Willingness/ability to exercise control over the learning of English

Autonomous learners are those who are willing and able to exercise control over their learning of English (Dam, 2011; Littlewood, 1996). The pre-task data showed that some students appeared to be moderately willing and able to take control over their learning (average = 3.5). However, they required more help from their teachers to guide them (item 33). From the results, it appears that some students did not know how to take the initiative to read on their own and they may not have wanted to 'leave their comfort-zones' (Boyno, 2011, p. 14) due to the education system discussed in the previous section. This may also be because students are

brought up under the strict rules of their families, who decide on their behalf, and teachers who take over the parenting role when they start school in Turkey (Boyno, 2011, p. 14). Therefore, guidance by a classroom teacher is crucial and, as the literature suggests, it is our responsibility as teachers to create an environment that is conducive to the development of learner autonomy (Dam, 1995), which is one of the aims of the MNE.

'This class is very different from my other classes ... we do lots of activities ... such as presentations, conducting interview, reflecting our ideas ...' (Bilal/111).

The students seemed to be more willing and able to exercise control over their learning of English, and when reading in particular (average = 4.8), as they indicated in the post-task questionnaire. Dam (1995) also stresses students' willingness and capacity to learn as key elements in promoting learner autonomy. The results could be related to both e-pad use and task design. Tasks were designed in a way that the students would take the lead while conducting interviews on their own outside the classroom and further contributing on the class blogs. As Crawford (2002) suggests, effective teaching materials foster learner autonomy. I noted the views expressed in my journal during the feedback session. After they had succeeded conducting their interviews and delivering the results in the class, they were confident that they were able to conduct more interviews, and wanted to do it as often as possible (11 December 2013):

'All class wanted to participate and we prepared and delivered our presentations ... because we all enjoyed our presentations ... they were colourful' (Kubra/112).

Therefore, when students do research activities that involve collecting information (e.g. conducting interviews) and make discoveries for themselves, they will most likely be willing

and able to exercise control over their learning of English and particularly reading in English (Tomlinson, 2011), because what they produce is due to their own efforts. When the participants realised what progress they had made, they wanted to continue their efforts (Meryem/77). Using the e-pad may have contributed to their willingness to take responsibility for learning the language (Sevim/75), because it supported the activity students carried out both independently and interdependently, along with my encouragement.

Some students (Meryem/77, Tarkan/78) were able to make suggestions to the MNE for improvements. This was perhaps because they were given the opportunity (Course, 2014) to recommend how the e-pads can be used more creatively and improve the lessons. They also discovered some features of the 'bugclub' website, such as underlining vocabulary, listening to the books, zooming in or out the screen and doing quizzes related to books (see Appendix L for bugclub.com screen shots). They were willing and able to suggest books to each other and wanted to create their own materials. I observed this at the feedback sessions and recorded in my journal dated 6 June 2014 that they wanted to create their own materials if they were allowed to do so. The data clearly suggest that the students are creative when they are given opportunities. This is an important feature of autonomous learning (Robinson, 2006).

5.3.4 Learning strategies

Good language learners are those who use different learning strategies in their learning (Naiman, Froehlich, Stern and Todesco, 1996). Wenden (1991) views learner strategies as 'mental steps or operations that learners use to learn a new language and to regulate the effort to do so' (p. 18). In the pre-task interview, the only learning strategies mentioned were using a

dictionary to find out the meaning of unknown words (Banu/2) and students were also able to self-evaluate their reading level when they were given the opportunity to do so.

However, the post-task data suggest that students deployed various reading strategies. For example, highlighting, using an online dictionary and Google Translate to check unknown words, summarising, combining the information (cognitive strategy) (Adnan/79), self-evaluating their own reading level and progression (item 54) (metacognitive strategy), working and solving problems together during the lessons focusing on ‘women’s football’ (social strategy) (Meryem/86), guessing the words from the context (compensation strategy) (Tarkan/84), and teacher talk in the class (affective strategy) (Sevim/30). I also noted these strategies in my journal during the sessions from 8 November 2013 to 10 December 2013. In their recent study in Turkey, Mutlu and Eroz-Tuga (2013) found that participants used various learning strategies that had a positive impact on promoting learner autonomy in a CALL environment. Some students did not use the online dictionary as often as before to understand the general meaning of a story from the ‘bugclub’ website or a newspaper:

‘... I don’t use a dictionary as often as before, because I can understand the general idea of an English newspaper ... The Daily Express’ (Adnan/113).

‘I feel that my reading level is improving because I do not use the dictionary very much ... I sometimes use Google Translate if what I read is very complicated or difficult’ (Sevim/114).

[Blog 41] I learnt different reading skills and strategies, such as I should look at the key words when I surf on the internet and look for information, I should read the introduction.

[Blog 42] When I read a short story, I highlight the unknown words in red then write them in my notebook and practise them every day ... I use those words on Skype when I chat with my friends.

It appears that some materials and websites, such as online dictionaries, bugclub.com and BBC 4, and the e-pad facilities, such as searching on the internet and YouTube channels related to the topics, provided opportunities for the students to deploy various strategies which seemed to help them develop their reading skills and had an impact on their text comprehension. This, in turn, influenced their use of learning strategies (e.g. using a dictionary) and meant they were taking an active role in learning the language, which showed how autonomous they had become. Therefore, helping students to develop learning strategies and encouraging them to take responsibility is a way of shifting the control from teachers to learners (Dam, 1995):

'YouTube videos helped me to understand the topic on 'women's football' better'
(Sevim/115).

Furthermore, dictionary use was reduced, which may indicate that their level of English had improved and reading was more pleasurable for them. The findings echo those from studies conducted in similar contexts (e.g., Göksu and Genç, 2011; Ruzgar, 2008). Their subjects evaluated their own reading levels, which gradually increased; they developed reading skills and learning strategies, and read books that they had not enjoyed reading before. As a result, technology-enhanced task-based language learning enabled the participants in this study to develop the ability and skills to use learning strategies, which, in turn, helped them to read more effectively as self-determined individuals.

5.3.5 Reflection

One of the characteristics of autonomous learners is the ability to reflect on the learning process (Murphy et al., 2005) and reflection is a key to the language learning process as it enables students to take a critical stance towards their learning (p. 60). In the current study, students had opportunities to self-evaluate their own reading level and monitor their own progress, as discussed in the previous section, which also reflects Dam's famous claim, that evaluation is 'the very pivot of learner autonomy' (1995, p. 49) based on reflection. Each task in this study was accompanied by two reflective activities based on the students' learning experience. As part of the lessons at the feedback stage and during class blog discussions, students reflected on their 'fun festivals', 'women's football' and 'Malala's story' presentations, the classroom atmosphere, and anything they felt they needed or wanted to address. I also commented on their performance at the feedback stage so that students could have a clear picture of what they had achieved. Similar findings were obtained by Noels (2001a), that is that learners felt a stronger sense of autonomy and competence when they received feedback by their teacher, which confirmed the self-evaluation and at the same time motivated them to learn the language. Along with the technology-enhanced tasks, my contributions to the lessons and students' reflections at the feedback stage seemed to encourage my students to reflect more on their learning and their achievements as noted in my journal on 11 December 2013. I also tried to get students to talk about negative points that they encountered and that I picked up in the post-task questionnaire, such as culturally inappropriate themes (e.g. women's football) or difficult vocabulary, but only four or five students said that they had difficulty in using the e-pad (blog 26) while six said that they had problems with the vocabulary but they helped each other to sort out their own problems (see

Sections 4.3.3 and 4.3.5 for negative points). This suggests a good example of collaboration and autonomous learning.

Lamb (2011) also found that his participants reflected on their language learning and that they had a desire to take responsibility for their language learning. The feedback stage enabled the participants to be aware of their learning progress and evaluate their learning outcomes, which requires the ability and capacity for 'critical reflection' (Little, 1991, p. 4). The reflection process seemed to motivate students, as I noted in my journal on 11 December 2013:

- They reflected on their ideas and discussed them very nicely.
- They learnt how to comment on their classmates' ideas.
- On the class blog, they thought carefully and wrote down their ideas.

In addition, Meryem/116 learnt from the reflections:

'It gave me the opportunity to see my friends' ideas and discussions and comment on them and I learnt very much from them' (Meryem/116).

The above comments suggest that students learnt and reflected on their ideas in a stress-free environment. Yaprak (2014) found that group reflection encouraged active participation and motivated learners in a CALL environment. Furthermore, reflections indicated the extent to which students used learning strategies, such as metacognitive, cognitive, social, compensation and affective, and were actively involved in their learning, supported by technology enhanced task design. At the same time, many students showed awareness of conditions that enhanced their learning, particularly in relation to the development of reading skills, vocabulary, along with their research skills. Thus, it is fair to say that technology-enhanced task-based language learning enabled the participants in this study to develop the

capacity for reflection as an aspect of autonomy that a key component of self-determination theory (Little, 1991). For example, the participants reflected on and/or shared their thoughts and ideas about the tasks at the end of the lessons and class blogs.

5.3.6 Summary of section on autonomy

This section explored language learner autonomy and differences that have been discovered between pre- and post-task data. Before the use of the e-pad and application of the online reading tasks, students were not very willing to exercise control over the learning of English, as research by Course (2014) and Boyno (2011) in the Turkish context has also confirmed. This could be linked to the Turkish education system as a whole, reflected in students' comments. However, having experienced the task design, the e-pad, my teaching approach, the topics chosen, a collaborative and non-threatening learning atmosphere successfully transformed their reluctance into enthusiasm and willingness to try deploying various strategies (Oxford, 2011), taking risks and using the opportunities that provided to exercise control over their learning of English. Overall, technology-enhanced task-based language learning enabled the participants in this study to develop the different capacities that are key to self-determination theory. These were the ability and willingness together with their knowledge, skills, intrinsic motivation and confidence to exercise control over the learning of English (Dam, 1995). For example, the participants in this study found the reading tasks and the activities in those tasks interesting which had a positive impact on their intrinsic motivation to read more and they showed initiative by taking control of their learning and improving their English by listening to BBC Radio 4 and reading newspapers in English outside the classroom as indicated by Sevim and Kubra and blogs 18-23. They also used learning strategies which helped them read effectively and reflected on, (Little, 1991; Murphy

et al., 2005) and evaluated their learning process. Finally, some of them felt more secure by working together and/or with others which improved their sense of relatedness (Deci and Ryan, 1985). In other words, the students demonstrated increased intrinsic motivation, competence, relatedness and autonomy, which are common innate psychological needs for self-determined learners.

CHAPTER 6 CONCLUSION

This research has explored the nature and development of learner motivation and autonomy in a technology-enhanced language classroom in a Turkish context with a particular focus on reading skills. It examines the impact of technology-enhanced task design on learners' willingness to take control of their learning and on their motivation. Conclusions drawn from the findings are set out below in relation to the research questions. The limitations of the research are acknowledged. The contribution of the research to knowledge, implications for policy and practice in the Turkish educational context in particular, and suggestions for further research have been identified.

6.1 RESEARCH QUESTIONS

6.1a RQ1: How does the introduction of technology-enhanced task design affect the motivation of students to read in English in Anatolian High Schools?

The findings indicate that with an approach to task design that takes account of the affordances of technology in the form of the e-pad, it is possible to enhance the Turkish Anatolian High School students' intrinsic motivation to read and help them improve their language learning. The post-task data illustrates that the introduction of technology-enhanced task design had a positive impact on students' attitudes towards the learning situation as a whole, and towards reading English in particular. As a result, the participating students seemed to read more English short stories, newspapers and other materials online. Before technology-enhanced tasks were introduced to the classes involved in this research, students did not like reading in English. This was in common with the findings of Course (2014) and Göksu and Genç (2011) who discovered that Anatolian High School students did not like reading English due to the dominant pedagogical approach in the Turkish education system,

which remains – to this day – behaviourist and teacher-centred. However, the e-pad and the design of the reading tasks, the topics of the reading materials, my teaching approach, and the atmosphere in the class seemed to have stimulated students' interest in searching on the internet and to have helped them to read more around the topic. They continued reading for pleasure on the 'bugclub' website and read newspapers, as indicated by the participants. Although a few students found the topic on 'women's football' culturally inappropriate, and there were some technological challenges to overcome such as poor internet connection and frozen screens, the findings indicate that the majority enjoyed working with the e-pad and authentic online reading tasks that were selected from topics related to students' hobbies and interests. The findings further suggest that scaffolding and transparency in task instructions, which were achieved by displaying the latter on the Smart Board, and therefore making them constantly available to the learners also played a crucial role in their motivation, helping them to carry out the tasks step by step in a comparatively independent way. In addition to the attitude change outlined above, and based on the analysis of post-task data related to participants' actual performance or participation, it can be affirmed that a multimedia environment, offering resources such as the visual and aural input on YouTube that they engaged with, intrinsically motivated students to improve their reading skills. Overall, the introduction of technology-enhanced task-based learning positively affected the motivation of these Anatolian High School students to read in English. The data also shows that while this increased motivation was more noticeable in the classroom, there was evidence that the students' desire to read in English was related to feeling positive about their learning and that with the support of technology they would continue reading in their own time outside the classroom.

6.1b RQ2: To what extent does the introduction of technology-enhanced task design enable students to exercise control over their English language learning in Anatolian High Schools?

While talking about the ways in which they approached their language learning through the reading tasks used in this study, students' comments indicated they were exercising a degree of control over their learning, along with a capacity to reflect critically on their approach to the online reading tasks. The findings provide some insight into the ways in which the technology-enhanced task design has helped convert students from being dependent on their teacher to taking greater responsibility for their learning, both while working together in a group and/or on their own. The e-pad and the tasks seemed to contribute to the students' willingness and ability to exercise control over their learning of English, which they did by deploying various learning strategies, such as metacognitive, cognitive, social and affective strategies (Oxford, 2011), to overcome the difficulty some experienced in understanding the reading texts. The students also gained confidence in self-assessment and were able to evaluate their progress, which is the metacognitive strategy closely associated with autonomous learning (Cotterall, 1995), and they also felt confident to make suggestions for improving the use of the e-pad and the lessons. This shows their active involvement in the learning process. The results also indicate the importance of the teacher's role in the encouraging this involvement. As Little (2007, p. 26) discusses, 'teachers gradually enlarge the scope of their learners' autonomy by gradually allowing them more control of the process and content of their learning'. The participants in this study seemed willing and able to exercise control over the learning of English despite being in a traditional Turkish school context. Technology-enhanced task-based language learning enabled the participants in this study to exercise control over their learning of English (as discussed in Section 5.3.6).

6.2 CONTRIBUTION OF THE RESEARCH TO KNOWLEDGE AND UNDERSTANDING IN THE FIELD

This is an original study to explore Turkish Anatolian High School students' experiences with introduction of technology enhanced tasks informed by insights into how appropriate pedagogical interventions can foster learner autonomy and motivation. This study contributes to the knowledge and understanding of how technology-enhanced task-based learning can increase learner autonomy and motivation to read in a number of ways. Specifically, it contributes a framework for technology enhanced task-design, examples of how this can be implemented in practice and evidence of how it can increase motivation and enable learners to take control of aspects of their learning in an otherwise teacher-centred, traditional educational system where students (and teachers) may be familiar with technological devices, but not experienced in using them for learning purposes. The framework and models can be used both within Turkey and in other similar educational contexts in order to train teachers and transform practice. These contributions are now explained in more detail.

Task design and a learner-centred teaching style were the main contributing factors in terms of what enabled them to exercise control over their learning. These factors have been ignored and/or not researched in e-pad-enhanced language learning classrooms in Turkey until now. The research identifies that the students respond better to reading tasks when they are given more opportunities to exercise control over the learning of English, and this in turn increases their intrinsic motivation to read.

The MNE in Turkey is currently making changes to the English language teaching curriculum and is adopting the Finnish educational model, which includes students having more fun in and engaging actively in lessons, allowing them to take more risks, to become skilled

individuals and to decide for themselves when they are ready for the real world (Güçlü, 2016; MNE, 2016). In this model, students learn how to use real-life skills including problem solving, self-assessment, critical reflection, taking an active role in the learning process and working collaboratively on projects (Dam, 1995; Little, 1991). The tasks I designed included all these features. For example, students were given opportunities to suggest solutions to a problem about a women's right to play football in Turkey. This study therefore demonstrates how the MNE's goals can be implemented in practice. It shows how technology-enhanced task design can form a bridge between school practices and students' interests, and to the immediate lives of students to enhance their intrinsic motivation.

The approach to designing the reading tasks is informed by Hampel's expansion (2006) of Chapelle's framework (2000), which was further expanded for the purpose of this research. This is because the concepts of learner autonomy and motivation do not explicitly appear in this framework but do so implicitly through other criteria such as authenticity and positive impact. In this study, therefore, 'developing strategy use', 'creativity and imagination', 'reflection' and 'self-evaluation' have been added to Chapelle's original model explicitly to provide a framework for task design to encourage technology-supported development of learner autonomy and motivation in language learning. This framework can be used by others to integrate technology use in Anatolian High Schools through task-based learning of English as well as in similar contexts elsewhere in the world.

The online reading tasks were designed to enable students to exercise control over the learning of English by working together and gradually gaining more confidence to also work independently. Group projects, such as searching on the internet, using their e-pads, finding relevant ideas and information and presenting the findings in class, also created opportunities

for collaboration that seemed to intrinsically motivate them. At the end of each task, students were encouraged to critically reflect on the learning process. This case study shows the benefits that task designers and course designers in Turkey and in similar contexts can achieve if they involve learners more actively in the language learning process.

This research also identifies that concise instructions clearly displayed on the Smart Board can facilitate a more autonomous approach. In this study, the pre-reading activities (e.g. warm-up and lead in) were presented by the teacher (me) on the Smart Board to set the context of the reading tasks and get the students involved in talking about the topics. This seemed to give the participants a sense of ownership and control over their learning which in turn had a positive impact on their motivation. The students were then left to do the rest of the activities on their own or in groups and at their own pace following the instructions displayed on the board. This transparent approach appeared to have played an effective role in the development of learner autonomy to search and read about the topics.

The findings suggest that students can be encouraged to deploy learning strategies in their efforts to tackle task-specific demands and to develop their reading skills, and highlight the effect of providing opportunities for reflection both face-to-face and in other ways, such as posting on a class blog. This contributes evidence that more reflective activities should be included in the task design to enhance learners' intrinsic motivation.

The success of the task design was also related to the approach adopted by the teacher, who offered students a choice at the beginning of the school year by carrying out a needs analysis to include students' voices in the task design process. I was a facilitator in the class and allowed the students to take the lead. It may not be that easy for those who are used to the traditional way of teaching, and professional training may be needed to prepare language

teachers to support independent and/or collaborative learning. My lesson plans provide a model for others to use and build on; that I will make available in various ways (e.g., www.teachingenglish.org.uk and/or at the MNE website; and/or they can contact me at kkoruyan_78_@hotmail.com) along with the framework for task design.

Furthermore, the authenticity of the tasks and the activities (i.e. providing students with real scenes from festivals through using applications such as YouTube) in those tasks, especially the introduction, brainstorming and video, drew on learners' prior experience, and positively motivated the students. The study demonstrated students' willingness to participate, their readiness to respond positively and to engage with the task and each other when able to access such resources.

The MNE has provided 10,000,000 e-pads to Anatolian High Schools. My study confirmed that students were not fluent in using mobile technologies, e-pads in my case, in formal a education setting, but shows that they were able to engage with the technology-enhanced reading tasks because appropriate support, training and guidance were provided so that e-pad-supported language learning was introduced successfully and helped to motivate the learners and enable them to take some control of aspects of their learning. Therefore, my study provides the MNE, policymakers and teachers with design frameworks and models from which to develop technology-enhanced task design for language teaching and/or across departments, as an alternative to the traditional approaches still used in many Anatolian High Schools (Course, 2014; Sarac, 2013; Boyno, 2011) in Turkey in order to achieve the MNE' aims.

I believe that this study contributes to the knowledge and understanding of how learners' motivation can be enhanced and their willingness to exercise control can be encouraged in

countries where fairly conservative pedagogical paradigms are still the order of the day (e.g. The Kingdom of Saudi Arabia, or the United Arab Emirates), and where handing out devices to learners may be seen as the means and the end rather than the means to an end. Institutions in those contexts should realise that the technology needs to be informed by pedagogy, as has been done in this study which presents a method and framework with examples and lesson plans for introducing technology-enhanced task-based learning.

Finally, this study provides evidence that technology-enhanced task-based language learning not only enhances Anatolian High School students' intrinsic motivation, which is important for sustaining effort in language learning, but also enables them to exercise control over the learning of English in a learner-centred environment and the following quote from my pilot study indicates that it is time for teachers in such contexts to let go and give control to the learners:

'... educating people is the biggest insult for a human being ... I have the ability to learn, I don't need to be taught [...] because the information is already there and thanks to the technology I learnt many things by doing it all myself with the e-pad'
(Bulent/117).

6.3 LIMITATIONS OF THE RESEARCH

This study has some limitations. First, it is based on a relatively small sample at one single Anatolian High School. Thus, there is a need for research in a wider range of schools in Turkey to use the technology-enhanced tasks developed in this study with other classes. Second, the e-pad as such might have contributed to students' motivation but a follow up study is needed to look at whether the motivation is sustained or not. Third, I was not able to

research other classes where the e-pad was introduced without similar attention to task design. This was because of my contract at the school, where I was given only two classes. It would also have been hard for me to teach one of these groups using the e-pad without trying to make use of the facilities it provides. It would have been helpful if I could have observed another teacher teaching without using similar technology-enhanced tasks. However, it was not possible to arrange such observations and teachers might have objected. Furthermore, I did not have permission from the MNE to do this. Fourth, the pre-task questionnaire focused more on aspects of motivation and less on aspects of learner autonomy than the post-task questionnaire. For a better comparison between pre- and post-task questionnaires, more identical items should have been used. Hence, I encountered challenges with the statistics such as not being able to use a parametric test. Instead, I used a non-parametric test, a Mann-Whitney U test. However, the pre-task questionnaire was designed to collect information mainly on students' perceptions on learner autonomy, motivation, introduction of the e-pad and their reading habits. On the other hand, the post-task questionnaire focused mainly on the introduction of the e-pad and tasks. Fifth, the pre-task interview was conducted with only two students and focused on clarifying some ambiguities in the students' responses in the pre-task questionnaire. My intention was to interview more students and get more information about their past learning experiences, but only two students indicated their willingness to be interviewed. In each case, the research relies on references made to their past learning in the post-task interview data and interpretation of indirect evidence to elaborate the pre-task data. For example, data on learning history implied their lack experience with learner autonomy, for instance that they were passive in the classroom. Finally, I made edited resources for two of the three tasks, 'women's football' and 'Malala's story', available via Dropbox. This was because the pre-task data showed that they did not have autonomous learning experience and I

felt that they may need guidance until they were able to find authentic materials on the internet themselves. Therefore, I edited the two of the three tasks slightly, such as adding more visual and aural inputs (e.g. pictures), and a hyperlink for a YouTube video, to give more authenticity to the activities, which also shows the importance of the multimodal nature of the input and its potential impact on motivation. However, students carried out activities, such as searching on the internet, around the topics outside the classroom on their own within the limited access available to them so I need not have done this.

6.4 IMPLICATIONS FOR POLICY AND PRACTICE AT ANATOLIAN HIGH SCHOOLS

The findings suggest a number of implications for the MNE and teachers who work at Anatolian High Schools and are expected to use e-pads. The MNE should allow students to find their own materials, as suggested by the students themselves in this study, and there should not be any restrictions on access to some applications and websites where they can find authentic materials for their language study. The MNE should consider creating an IT section or unit in every school or city available to support schools with technical issues such as internet connections or broken e-pad screens. More importantly, they should provide appropriate training for both teachers and students in how to use the e-pad along with the rationale for using it. Teachers should trust their students' ability and capacity to exercise control over the learning of English and they should provide students with a space for reflection so that they can learn from each other's contributions and become aware of their own achievement, which is likely to intrinsically motivate them too, as I found in this study. It may help teachers in Turkey to consider the results of this study, which will be sent to the MNE, and I will also make the results available through teachers' blogs and other means. Teachers should be given flexibility and training to design engaging activities, be involved in

pedagogical decisions, choose their own materials, and generate content that intrinsically motivates students because they have 3 hours a day allocated for lesson preparation. Currently, all teaching materials are provided by the MNE and unfortunately teachers use those materials as they receive them without any alteration. For the purpose of this study, I prepared my own tasks to meet the participants' needs and interests. As a result, students seemed to be intrinsically motivated while carrying out those tasks. Thus, the MNE can make my framework and models available for teachers, or could employ a group of teachers to create more tasks using my framework and models. To go a step further, I believe that my students were inclined to behave autonomously and with a sense of self-determination towards their language learning, in particular in the post-stages where they reflected their ideas freely and suggested books from the 'bugclub' website to each other and nothing seemed to discourage them from carrying out the reading tasks once they were given the freedom and opportunity to make and enact choices. Therefore, with appropriate pedagogically informed use of technology, encouragement and learner-centred task design, the e-pad can be incorporated into a more independent learning environment. Furthermore, language teachers should train their students and offer opportunities to develop learning strategies which will enable them to be more involved and to exercise control over their learning of English. Finally, without turning a blind eye to existing problems and students' and teachers' needs, I believe the MNE should merge the FATİH project with the current national curriculum for the development of learner autonomy and enhancing students' motivation as required from the teachers by the MNE (2016).

6.5 SUGGESTIONS FOR FURTHER RESEARCH

A follow-up study is needed using the technology-enhanced tasks with more classes, as well as comparing student responses with those from students in classes where technology-enhanced task design has not yet been introduced.. For this follow-up study, teachers should be given more pedagogical control and recognition so that they can design their own tasks according to their students' needs and interests, as indicated earlier, using the framework developed for this study from Chapelle's theoretical framework (2000).

There were some negative views about the topic on 'women's football' and group work. If researchers want to use my approach in their future studies, they will need to take account of these negatives, particularly about the topics such as women's football, because it shows how important the topic is. Whatever is found out in the context of language learning and teaching in this study should be immediately transferable to the learning and teaching of any other subject matter (e.g. Science and Humanities) as I take out one level of mediation from the learning and teaching process that is the foreign language (Kurek and Hauck, 2014).

Finally, I suggest that the following questions should be investigated:

- Is the enhanced motivation in this study sustained?
- Is their increased interest in reading altogether, or in English only or both English and Turkish?
- What are the reading habits of Turkish school students?
- How easy do other teachers find it to work with my framework and models? What kind of preparation do they really need?

- To what extent are Turkish teachers willing to exercise control over their teaching and how this can be encouraged?
- How can teachers in Turkish schools and teachers in countries with very traditional views of teaching best be supported to help their learners exercise control over their language learning?

Investigating these points and answering these questions will help teachers, not only in Turkey but also in other countries, to understand the importance of technology-enhanced task design in language learning.

To conclude, the overall results from this study indicate that Turkish Anatolian High School students who participated in this study were willing and able to exercise control over the learning of English and their intrinsic motivation to engage in reading tasks was increased through participation in technology-enhanced language learning tasks.

REFERENCES

- Abdul-Razak, Z.N. (2000) *Motivational Factors and Learners' Strategies in the English as a Second Language Classroom at Universiti Teknologi Malaysia with Special Reference to Computer Assisted Language Learning*, unpublished PhD thesis, Stirling, University of Stirling.
- Alonso, J.D., McLaughlin, M. and Oral, I. (2011) *Improving the Quality and Equity of Basic Education in Turkey: Challenges and Options*, Washington, DC, World Bank.
- Al-Shammari, M.H. (2007) *Saudi English as a Foreign Language: Learners' Attitudes toward Computer Assisted Language Learning*, unpublished PhD thesis, Morgantown, WV, West Virginia University.
- Altınyelken, H.K. (2010) 'Pedagogical renewal in sub-Saharan Africa: the case of Uganda', *Comparative Education*, vol. 46, no. 2, pp. 151–71.
- Arıcı, A.F. (2008) 'Okumayı Niye Sevmiyoruz? Üniversite Öğrencileri ile Mülakatlar (Why Don't We like Reading? Interviews with Undergraduates)', *Mustafa Kemal University Journal of Social Science Institute*, vol. 5, no. 10, pp. 91–100.
- Bailey, K.M. and Nunan, D. (eds) (1996) *Voices from the Language Classroom: Qualitative Research in Second Language Education*, Cambridge, CUP.
- Barnes, D. (1976) *From Communication to Curriculum*, Harmondsworth, Penguin.
- Başkan, O. (1988) *Bildirim [Notification]*, Istanbul, Turkey, Altın Kitaplar.
- Bassey, M. (1999) *Case Study Research in Educational Settings*, Buckingham, Open University Press.

Bazeley, P. (2007) *Qualitative Data Analysis with NVivo*, London, Sage.

Benson, P. (2007) 'Autonomy in language teaching and learning', *Language Teaching*, vol. 40, pp. 21–40.

Benson, P. (2011) *Teaching and Researching Autonomy in Language Learning*, 2nd edn, Harlow, Pearson Education.

Benson, P. and Voller, P. (eds) (1997) *Autonomy and Independence in Language Learning*, London, Longman.

Blin, F. (1999) 'CALL and the development of learner autonomy', in Debski, R. and Levy, M. (eds) *WORLDCALL: Global Perspectives on Computer-assisted Language Learning*, Lisse, Swets & Zeitlinger, pp. 133–49.

Borg, S. and Al-Busaidi, S. (2012) *Learner Autonomy: English Language Teachers' Beliefs and Practices*, London, The British Council.

Boy, I. (2013) *Teachers' Use of Tablets to Promote Mobile Learning in Seven EFL Classrooms*, unpublished MA thesis, Manchester, Manchester University.

Boyatzis, R. E. (1998) *Transforming qualitative information: Thematic analysis and code development*, Thousand Oaks, CA, Sage.

Boyd, F.B. (2002) 'Motivation to continue enhancing literacy learning for struggling readers and writers', *Reading & Writing Quarterly: Overcoming Learning Difficulties*, vol. 18, no. 3, pp. 257–77.

Boyno, M. (2011) *An Analysis of the Factors Influencing Learner Autonomy in the Turkish EFL Context*, unpublished PhD thesis, Adana, Çukurova University.

Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, vol. 3, no. 2, pp. 77–101.

Brown, J. (2001) *Using Survey in Language Programs*, Cambridge, CUP.

Brown, M. (2010) 'Mobile learning: context and prospects, EDUCAUSE Learning Initiative' [Online]. Available at <http://net.educause.edu/ir/library/pdf/ELI3022.pdf> (Accessed 11 February, 2013).

Bullen, M. (2008) 'Net Generation Nonsense', Open Education, [Online]. Available at <http://www.openeducation.net/2008/09/23/net-generation-nonsense-mark-bullen-discusses-teaching-and-learning/> (Accessed 28 April 2016).

Bülbül, S., Mısırlıoğlu, E., Ceyhun, G., Araz, N. and Altuğ, U. (2014) 'Factors affecting reading habit and media follow-up in Turkey', *Türkiye Atletizm Federasyonu Preventive Medicine Bulletin*, vol. 13, pp. 47–56.

Burgess, H., Sieminski, S. and Arthur, L. (2006) *Achieving Your Doctorate in Education*, London, Sage.

Burton, D. (2000) *Research Training for Social Scientists*, London, Sage.

Bush, J.C. (2014) 'The impact of motivation to read and syntactic knowledge on reading comprehension in an EFL setting', *Humanising Language Teaching*, vol. 5, pp. 1–18.

Büyükkantarcıoğlu, N. (2004) 'A sociolinguistic analysis of the present dimensions of English as a foreign language in Turkey', *International Journal of Social Language*, vol. 165, pp. 33–58.

Chapelle, C. (2000) 'Innovative language learning: achieving the vision', *ReCALL*, vol. 13, pp. 3–14.

Chapelle, C. and Jamieson, J. (2008) *Tips for Teaching with CALL: Practical Approaches to Computer-assisted Language Learning*, New York, Pearson-Longman.

Charmaz, K. (2008) 'Constructionism and the grounded theory method', in Holstein, J.A. and Gubrium, J.F. (eds) *Handbook of Constructionist Research*, New York, The Guilford Press.

Cho, K.S. and Jeoung, K.H. (2005) 'Using the newspaper in an English as a foreign language class', *Knowledge Quest*, vol. 34, no. 4, pp. 47–49.

Clark, C. and Rumbold, K. (2006) 'Reading for pleasure: A research overview', *National Literacy Trust*, [Online]. Available at http://www.literacytrust.org.uk/research/nlt_research/s4 (Accessed 10 July 2016).

Çocuk Vakfı (2006) *Çocuk Edebiyatı Okulu Türkiye'nin Okuma Alışkanlığı Karnesi*, Ankara, Çocuk Vakfı Yayınları.

Cohen, A. (1998) *Strategies in Learning and Using a Second Language*, New York, Addison Wesley Longman Limited.

Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education*, 6th edn, Abingdon, Routledge.

Cotterall, S. (1995) 'Developing a course strategy for autonomy', *ELT Journal*, vol. 49, no. 3, pp. 219–27.

Course, S. (2014) 'Critical reading in EFL in a Turkish high school context', *International Journal of Language Academy*, vol. 2, no. 3, pp. 133–56.

Crawford, J. (2002) 'The role of materials in the language classroom', in Richards, J.C. and Renandya, W. (eds) *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge, CUP, pp. 80–91.

Creswell, M.J. (2013) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th edn, Thousand Oaks, CA, Sage.

Crookes, G. and Schmidt, R. (1991) 'Motivation: reopening the research agenda', *Language Learning*, vol. 41, pp. 469–512.

Crystal, D. (2003) *English as a Global Language*, 2nd edn, Cambridge, CUP.

Dam, L. (1995) *Learner Autonomy 3: From Theory to Classroom Practice*, Dublin, Authentik.

Dam, L. (2011) 'Developing learner autonomy with school kids: principles, practices, results', in Gardner, D. (ed.), *Fostering Autonomy in Language Learning* [Online], Gaziantep, Zirve University, pp. 40–51. Available at http://ilac2010.zirve.edu.tr/Fostering_Autonomy.pdf (Accessed 20 June 2013).

Deci, E.L. and Flaste, R. (1995) *Why We Do What We Do*, New York, Penguin Books.

Deci, E.L. and Ryan, R.M. (1985) *Intrinsic Motivation and Self-determination in Human Behavior*, New York, Plenum.

Deci, E.L. and Ryan, R.M. (2000) 'Intrinsic and extrinsic motivations: classic definitions and new directions', *Contemporary Educational Psychology*, vol. 25, pp. 54–67.

Denzin, N.K. (1978) *The Research Act: A Theoretical Orientation to Sociological Methods*, New York, McGraw-Hill.

De Ridder, I. (2000) 'Are we conditioned to follow links? Highlights in CALL materials and their impact on the reading process', *Computer Assisted Language Learning*, vol. 13, no. 2, pp. 183–95.

Dickinson, L. (1995) 'Autonomy and motivation: a literature review', *System*, vol. 23, pp. 165–74.

Dörnyei, Z. (1998) 'Motivation in second and foreign language learning', *Language Teaching*, vol. 31, pp. 117–35.

Dörnyei, Z. (2010) *Questionnaires in Second Language Research: Construction, Administration, and Processing*, 2nd edn, Mahwah, Lawrence Erlbaum Associates.

Dörnyei, Z. and Ottó, I. (1998) *Motivation in action: a process model of L2 motivation*, Working Papers in Applied Linguistics 4, London, Thames Valley University, pp. 43–69.

Dörnyei, Z. and Ushioda, E. (2011) *Teaching and Researching Motivation*, 2nd edn, Harlow, Longman.

Ducate, L. and Lomicka, L. (2013) 'Going Mobile: Language Learning with an iPod Touch in Intermediate French and German Classes', *Foreign Language Annals*, vol. 26, no. 3, pp. 45–468.

Dwyer, S.C. and Buckle, J.L. (2009) 'The space between: on being an insider–outsider in qualitative research,' *International Journal of Qualitative Methods*, vol. 8, pp. 54–63.

Education First (2013) 'We failed in English [İngilizce'den kaldık]' [Online]. Available at <http://www.cumhuriyet.com.tr/?hn=310380> (Accessed 11 April 2013).

Elliott, H. (1997) 'The use of diaries in sociological research on health experience', *Sociological Research Online*, vol. 2, no. 2 [Online]. Available at <http://www.socresonline.org.uk/socresonline/2/2/7.html> (Accessed 7 January 2014).

Ellis, R. (2000) 'Task-based research and language pedagogy', *Language Teaching Research*, vol. 4, no. 3, pp. 193–220.

Ellis, R. (2003) *The Study of Second Language Acquisition*, Oxford, OUP.

Ellis, R. (2007) 'Editorial', *Language Teaching Research*, pp. 261–3.

Ellis, R. (2008). 'Principles of instructed second language acquisition', Washington, *CALdigest Center for Applied linguistics* [Online]. Available at <http://www.cal.org> (Accessed 26 April 2016).

Elyildirim, S. and Ashton, S. (2006) 'Creating positive attitudes towards English as a foreign language', *Forum*, vol. 44, pp. 2–11.

Emeksiz, I. (2010) 'Turkey's education system fails students', *Hurriyet Daily News*, [Online]. Available at <http://www.hurriyetdailynews.com/default.aspx?pageid=438&n=the-spirits-of-children-are-damaged-with-the-present-education-system-say-experts-2010-09-17> (Accessed 16 September 2012). ↩

Erturk, F., Ates, M. and Alkan, S. (2012) *Yes You Can Teacher's Book A2.1*, Ankara, Saray Matbaacılık.

Eneau, J. (2008) 'From autonomy to reciprocity, or vice versa? French personalism's contribution to a new perspective on self-directed learning', *Adult Education Quarterly*, vol. 58, no. 3, pp. 229 – 248,

Gardner, R. (1985) *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*, London, Edward Arnold.

Gardner, R. and Lambert, W.E. (1959) 'Motivational variables in second language acquisition', *Canadian Journal of Psychology*, vol. 13, pp. 266–72.

Gardner, R. and Lambert, W.E. (1972) *Attitudes and Motivation in second Language Learning*, Rowley, MA, Newbury House.

Geertz, C. (1973) 'Thick Description: towards an interpretative theory of culture', in Geertz, C. (ed.) *The Interpretations of Cultures*, New York, Basic Books.

Gerring, J. (2006) *Case Study Research: Principles and Practices*, Cambridge, CUP.

Göksu, A. and Genç, B. (2011) 'The contribution of the European Language Portfolio to autonomy in reading skills', in Gardner, D. (ed.) *Fostering Autonomy in Language Learning*, Gaziantep, Zirve University, pp. 99–105.

Gönen, K. and Akbarov, A. (2015) 'Digital Natives in Higher Education Related to Language Learning', *Journal of Foreign Language Teaching and Applied Linguistics*, [Online]. Available at www.j-fltal.org/storage/j-fltal-12.pdf (Accessed 19 April 2016).

Grabe, W. (2009) *Reading in a Second Language: Moving from Theory to Practice*, Cambridge, CUP.

Grgurovic, M., Chapelle, C. and Shelley, M. (2013) 'A meta-analysis of effectiveness studies on computer technology-supported language learning', *ReCALL Journal*, vol. 25, no. 2, pp. 165–98.

Guba. E.G. and Lincoln.Y.S. (1981) *Effective Evaluation*, San Francisco, CA. Jossey-Bass Publication.

Guba, E. and Lincoln, Y. (1994) 'Competing paradigms in qualitative research', in Denzin, N. and Lincoln, Y. (eds.) *The Handbook of Qualitative Research*, Thousand Oaks, CA, Sage, pp. 105–17.

Güçlü (2016) 'Eğitime Finlandiya modeli gelilyor (Finland model to be embedded)' [Online]. Available at <http://www.egitimajansi.com/haber/egitime-finlandiya-modeli-geilyor-haberi-50237h.html> (Accessed 23 June 2016).

Gülsoy, M. (2012) 'Publishers hopeful about future of Turkey's e-book market', *Today's Zaman* [Online]. Available at http://www.todayszaman.com/national_publishers-hopeful-about-future-of-turkeys-e-book-market_271831.html (Accessed 3 August 2015).

Hall, I. and Higgins, S. (2005) 'Primary school students' perceptions of interactive whiteboards', *Journal of Computer Assisted Learning*, vol. 21, pp. 102–17.

Hammersley, M. (1993) *Educational Research: Current Issues*, London, Routledge.

Hampel, R. (2006) 'Rethinking task design for the digital age', *ReCALL*, vol. 18, no. 1, pp. 105–21.

Hampel, R. and Hauck, M. (2006) 'Computer-mediated language learning: making meaning in multimodal virtual learning space', *JALT CALL Journal*, vol. 2, no. 2, pp. 3–18.

Hatch, E. and Lazaraton, A. (1991) *The Research Manual: Design and Statistics for Applied Linguistics*, Rowley, MA, Newbury House.

- Hauck, M. (2007) 'Critical success factors in a TRIDEM exchange', *ReCALL*, vol. 19, no. 2, pp. 202–23.
- Hauck, M. and Youngs, B. (2008) 'Telecollaboration in multimodal environments: the impact on task design and learner interaction', *CALL*, vol. 21, no. 2, pp. 87–124.
- Healey, D. (1999) 'Theory and research: autonomy in language learning', in Egbert, J. and Hanson-Smith, E. (eds) *CALL Environments: Research, Practice and Critical Issues*, TESOL, pp. 391–402.
- Holec, H. (1981) *Autonomy and Foreign Language Learning*, Oxford, Pergamon Press.
- Hookway, N. (2008) 'Entering the blogosphere: some strategies for using blogs in social research', *Qualitative Research*, vol. 8, pp. 91–113.
- Jewitt, C. (2002) 'The move from page to screen: the multimodal reshaping of school English', *Journal of Visual Communication*, vol. 1, no. 2, pp. 171–96.
- Karahan, F. (2007) 'Language attitudes of Turkish students towards English and its use in a Turkish context', *Journal of Arts and Sciences*, 7 [Online]. Available at <http://jas.cankaya.edu.tr/jas/7/07-FIRDEVSKARAHAN.pdf> (Accessed 12 November 2012).
- Klapper, J. (2003) 'Taking communication to task? A critical review of recent trends in language teaching', *Language Learning Journal*, 27, pp. 33–42.
- Koda, K. (2005) *Insights into Second Language Reading*, New York, CUP.
- Kohonen, V. (1992) *Experiential Language Learning: Second Language Learning as Cooperative Learner Education*, Cambridge, CUP.

Koruyan, K. (2009) *To What Extent Do Motivating Factors, Which Have Been Found to Be Important in European Foreign Language Settings, Apply to a Middle Eastern FL Setting?*, unpublished MA thesis, Reading, The University of Reading.

Kosko, B. (1994) *Fuzzy Thinking*, London, Harper/Collins.

Krashen, S. (2004) *The power of reading: insights from the research*, Portsmouth, NH: Libraries Unlimited, Heinemann.

Krashen, S. (2007a) 'Pleasure Reading', *Young Learner SIG*, [Online]. Available at http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/Stephen_Krashen%20pleasure%20reading.pdf (Accessed 21 March 2016).

Krashen, S. (2007b) Free Voluntary Web-Surfing (In Myers, J and Linzmeier, J. (eds), *The Proceedings of 2007 International Conference and Workshop on TEFL & Applied Linguistics*, Department of Applied English, Ming Chuan University, Taiwan. Taipei: Crane Publishing Company. pp. 7-14.

Kress, G. (2003) *Literacy in the New Media Age*, London, Routledge.

Kurek, M. and Hauck, M. (2014) 'Closing the "digital divide" – a framework for multiliteracy training', in Pettes, G.J. and Williams, L. (eds) *Digital Literacies in Foreign and Second Language Education: Research, Perspectives, and Best Practice*, CALICO Monograph Series 12, San Marcos, TX, CALICO, pp. 1–22.

Lamb, T. (2011) 'Fragile identities: exploring learner identity, learner autonomy and motivation through young learners' voices', *The Canadian Journal of Applied Linguistics*, vol. 14, no. 2, pp. 68–85.

Larsen-Freeman, D. and Long, M. (1991) *An Introduction to Second Language Acquisition Research*, New York, Longman.

Lau, M.A.I. (2009) *TBL in English Language Learning in Macau: Effects on Chinese Tertiary Learners' Beliefs and Motivations*, unpublished PhD thesis, Nottingham, The University of Nottingham.

Lee, K.W. (2000) 'English teachers' barriers to the use of computer-assisted language learning', *The Internet TESL Journal*, 6 [Online]. Available at <http://iteslj.org/Articles/Lee-CALLbarriers.html> (Accessed 11 October 2013).

Levy, M. and Stockwell, G. (2006) *CALL Dimensions: Options and Issues in Computer-assisted Language Learning*, New Jersey, Lawrence Erlbaum Associates.

Lincoln, Y. S. and Guba, E. (1985) *Naturalistic Inquiry*, Beverley Hills, CA, Sage.

Little, D. (1990) 'Autonomy in language learning', in Gathercole, I. (ed.) *Autonomy in Language Learning*, London, CILT, pp. 7–15.

Little, D. (1991) *Learner Autonomy 1: Definitions, Issues, Problems*, Dublin, Authentik.

Little, D. (2007) 'Language learner autonomy: some fundamental considerations revisited', *Innovation in Language Learning and Teaching*, vol. 1, no. 1, pp. 14–29.

Littlewood, W. (1996) 'Autonomy: an autonomy and a framework', *System*, vol. 24, pp. 427–35.

Liu, A. (2009) 'Does the brain like e-books?', *New York Times*, 3 February [Online]. Available at <http://roomfordebate.blogs.nytimes.com/2009/10/14/does-the-brain-like-e-books/> (Accessed 3 February 2013).

Liu, Z. (2005) 'Reading behaviour in the digital environment: changes in reading behaviour over the past ten years', *Journal of Documentation*, vol. 61, pp. 700–12.

McDonough, S. (1999) 'Learner strategies: state of the art article', *Language Teaching*, vol. 32, pp. 1–18.

McDonough, J. and McDonough, S.H. (1997) *Research methods for English language teachers*, London, Arnold.

Melrose, S. (2009) 'Naturalistic generalization', in Mills, A.J., Durepos, G. and Wiebe, G. (eds.), *Encyclopedia of Case Study Research*, Thousand Oaks, CA, Sage.

Meri, S. (2012) 'Autonomous computer-assisted language learning: Turkish primary school students' perceptions of Dyned software', in *International Conference 'ICT for Language Learning'*, 5th edn, pp. 1–4.

Merriam-Webster (2002) *Merriam-Webster's Collegiate Dictionary*, 10th edn, Springfield, MA, Merriam-Webster.

Mertens, D. (1998) *Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches*, Thousands Oaks, CA, Sage.

Meskill, C. (1999) 'Computers as tools for sociocollaborative language learning', in Cameron, K. (ed.) *Computer Assisted Language Learning (CALL): Media, Design and Applications*, Lisse, Swets & Zeitlinger, pp. 141–62.

Miller, J. and Glassner, B. (2011) 'The "inside" and the "outside": finding realities in interviews', in Silverman, N. (ed.) *Qualitative Research: Theory, Method, and Practice*, 3rd edn, London, Sage, pp. 131–48.

Ministry of National Education (2016) 'Eğitime Finlandiya modeli geliyor, soruyu artık öğrenci soracak (Finland model to be embedded, students will ask the questions now)', [Online]. Available at <http://www.rotahaber.com/egitim/egitime-finlandiya-modeli-geliyor-soruyu-artik-ogrenci-soracak-h593924.html> (Accessed 10 April 2016).

Mohamadpour, P. (2013) 'Realization of autonomy and English language proficiency among Iranian high school students', *Theory and Practice in Language Studies*, vol. 3, no. 7, pp. 1187–93.

Motteram, G. (ed) (2013) *Innovations in learning technologies for English language teaching*, London, The British Council.

Murphy, L., Hauck, M., Nicolson, M. and Adams, H. (2005) 'Reflection and self-evaluation', in Hurd, S. and Murphy, L. (eds) *Success with Languages*, Abingdon, Routledge in association with The Open University, pp. 61–78.

Murphy, T. and Jacobs, G.M. (2000) 'Encouraging critical collaborative autonomy', *JALT Journal*, vol. 22, pp. 228–44.

Murray, D. (2005) 'Technologies for second language literacy', *Annual Review of Applied Linguistics*, vol. 25, pp. 188–201.

Murray, G. (1999) 'Autonomy and language learning in a simulated environment', *System*, vol. 27, pp. 295–308.

Murray, G., Gao, X. and Lamb, T. (eds) (2011) *Identity, Motivation and Autonomy in Language Learning*, Bristol, Multilingual Matters.

Mutlu, A. and Eroz-Tuga, B. (2013) 'The role of computer-assisted language learning (CALL) in promoting learner autonomy', *Eğitim Arastirmaları-Eurasian Journal of Educational Research*, vol. 51, pp. 107–22.

Naiman, N., Froehlich, M., Stern, H.H. and Todesco, A. (1996) *The Good Language Learner*, 2nd edn, Toronto, Canada, Ontario Institute for Studies in Education.

Nell, V. (1998) *Lost in a book*, New Haven, Yale University Press.

Noels, K. (2001a) New orientations in language learning motivation: Towards a model of intrinsic, extrinsic and integrative orientations, in Dörnyei, Z. and Schmidt, R. (eds.) *Motivation and second language acquisition*, Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Centre, pp. 43–68.

Noels, K. (2001b) 'Learning Spanish as a second language: students' orientations and perceptions of teachers' communicative style', *Language Learning*, vol. 51, pp. 107–44.

Noels, K., Clement, R. and Pelletier, L.G. (2001) 'Intrinsic, Extrinsic, and Integrative Orientations of French Canadian Learners of English', *The Canadian Modern Language Review*, vol. 57, pp. 424–442.

Nunan, D. (2000) 'Autonomy in language learning', plenary presentation at *ASOCOPI 2000*. Cartagena, Colombia, October.

Nunan, D. (2004) *Task-based Language Teaching*, Cambridge, CUP.

O'Neil, M. (2005) 'Weblogs and authority', Paper presented at *Blogtalk Downunder*. [Online]. Available at http://incsub.org/blogtalk/?page_id=107 (Accessed 14 January 2013).

Oxford, R. (1997) 'Cooperative learning, collaborative learning, and interaction: three communicative strands in the language classroom', *The Modern Language Journal*, vol. 81, no. 4, pp. 443–56.

Oxford, R.L. (2011) *Teaching and Researching Language Learning Strategies*, 2nd edn, Harlow, Pearson Education.

Oxford, R. and Shearin, J. (1994) 'Language learning motivation: expanding the theoretical framework', *Modern Language Journal*, vol. 78, pp. 12–28.

Pavlenko, A. and Norton, B. (2007) 'Imagined communities, identity, and English language teaching', in Cummins, J. and Davidson, C. (eds.) *International Handbook of English Language Teaching*, New York, Springer, pp. 669–80.

Pegrum, M. (2009) *From Blogs to Bombs: The Future of Digital Technologies in Education*, Perth, Australia, University of Western Australia Press.

Plowright, D. (2011) *Using Mixed Methods: Frameworks for an Integrated Methodology*, Thousand Oaks, CA, Sage.

Plummer, K. (2001) *Documents of Life 2: An Invitation to Critical Humanism*, London, Sage.

Prensky, M. (2001) 'Digital natives, digital immigrants', *On the Horizon*, vol. 9, no. 5, pp. 1–6.

Prensky, M. (2009) 'H. Sapiens Digital: From Digital Immigrants and Digital Natives to Digital Wisdom', *Innovate: Journal of Online Education*, [Online]. Available at <http://nsuworks.nova.edu/innovate/vol5/iss3/1> (Accessed 28 April 2016).

Punch, K.F. (2009) *Introduction to Research Methods in Education*, London, Sage.

Rahman, F., Jumani, N.B. and Basit, A. (2010) 'Motivating and demotivating factors among learners', *International Journal of Academic Research*, vol. 2, no. 1, pp. 206–12.

Reinders, H. and White, C. (2011) 'Learner autonomy and new learning environments', *Language Learning & Technology*, vol. 15, no. 3, pp. 1–3.

Richards, J.C. and Rodgers, T.S. (2001) *Approaches and Methods in Language Teaching*, Cambridge, CUP.

Riihimäki, J. (2013) *Autonomous Language Learning in EFL-Classrooms in Finland*, unpublished MA thesis, Jyväskylä, Finland, University of Jyväskylä.

Robinson, K. (2006) *How Schools Kill Creativity* (2006) YouTube video, added by Ken Robinson, [Online]. Available at http://www.ted.com/talks/kenrobinson_says_schools_killcreativity?language=en (Accessed 10 April 2015).

Rogers, C. (1980) *A Way of Being*, Boston, MA, Houghton Mifflin.

Roulston, K. (2001) 'Data analysis and 'theorizing as ideology'. *Qualitative Research*, vol.1, no. 3, pp. 279–302.

Ruzgar, B. (2008) *The Effect of the European Language Portfolio on Students' Autonomy*, unpublished MA thesis, Reading, The University of Reading.

Ryan, R. and Deci, E. (2000a) 'Intrinsic and extrinsic motivations: classic definitions and new directions', *Contemporary Educational Psychology*, vol. 25, no. 1, pp. 54–67.

Ryan, R. and Deci, E. (2000b) 'Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being', *American Psychologist*, vol. 55, no. 1, pp. 68–78.

Ryan, G. W. and Bernard, H. R. (2000) 'Data management and analysis methods', in Denzin, N.K. and Lincoln, Y.S. (eds.), *Handbook of Qualitative Research*, 2nd edn, Thousand Oaks, CA, Sage, pp. 769–802.

Samur, Y., Garipağaoğlu, B.C. and Karadeniz, S. (2015) 'Student perceptions on tablet computer use', *First International Congress on 'LE: Digital Life Environments'*. Istanbul, Istanbul University, May 4–6 2015. pp. 1–35.

Saraç, S. (2013) 'Learner autonomy in Turkish territory context', *Independence 56 IATEFL Learner Autonomy Special Interest Group Newsletter*, pp. 21–2.

Scharle, A. and Szabo, A. (2000) *Learner Autonomy: A Guide to Developing Learner Responsibility*, Cambridge, CUP.

Selçuk, M. (2015) 'Demotivation in EFL classes' [Online]. Available at https://www.academia.edu/864982/Demotivation_in_EFL_Classes (Accessed 4 January 2015).

Seliger, H. and Shohamy, E. (1989) *Second Language Research Methods*, Oxford, OUP.

Selinger, M. (2001) 'Information and communication technology in schools' [Online]. Available at http://www.imfundo.org/papers/ict_in_s.doc/ (Accessed 21 June 2012).

Selvyn, N. (2009) 'The digital native – myth and reality', *Aslib Proceedings*, vol. 61, no. 4, pp. 364–79.

Shetzer, H. and Warschauer, M. (2000) 'An electronic literacy approach to network-based language teaching', in Kern, R. and Warschauer, M. (eds) *Network-based Language Teaching: Concepts and Practice*, Cambridge, CUP, pp. 171–85.

Simons, H. (1996) 'The Paradox of Case Study', *Cambridge Journal of Education*, vol. 26, no. 2, pp. 225–240.

Skehan, P. (1989) *Individual Differences in Second Language Learning*, London, Arnold.

Skehan, P. (2003) 'Focus on form, tasks, and technology', *Computer Assisted Language Learning*, vol. 16, no. 5, pp. 391–411.

Sotiriou, C. and Primalis, D. (2013) 'Literature strikes back! Teaching literature with technology', in Pattison, T (ed.) *IATEFL Liverpool Conference Selection*, pp. 130–1.

Stake, R.E. (1994) 'Case Studies' , in Denzin, N. and Lincoln, Y. (eds.), *The Handbook of Qualitative Research*, Thousand Oaks, CA, Sage, pp. 236–247.

Strauss, A. and Corbin, J. (1990) *Basics of Qualitative Research*, Newbury Park, CA, Sage.

Sturman, A. (1994) 'Case Study Methods', in Keeves, J. P. (ed.) *Educational Research, Methodology and Measurement: an International Handbook*, 2nd edn, Oxford, Pergamon, pp. 61–66.

Tashakkori, A. and Teddlie, C. (eds) (2008) *Handbook of Mixed Methods in Social & Behavioral Research*, 2nd edn, Thousand Oaks, CA, Sage.

Tomlinson, B. (2011) 'Let the teacher speak', in Pattison, T. (ed.) *IATEFL Cardiff Conference Selection*, pp. 70–1.

Toms, E.G. and Duff, W. (2002) 'I spent 1½ hours sifting through one large box: diaries as information behaviour of the archives user: lessons learnt ', *Journal of the American Society for Information Science and Technology*, vol. 53, no. 14, pp. 1232–8.

- Ushioda, E. (1996) *Learner Autonomy 5: The Role of Motivation*, Dublin, Authentik.
- Ushioda, E. (2000) 'Tandem language learning via e-mail: from motivation to autonomy', *Recall*, vol. 12, pp. 121–8.
- Ushioda, E. (2010) 'The learner: motivation, identity and autonomy', in Pattison, T. (ed.) *IATEFL Harrogate Conference Selection*, pp. 15–24.
- Ushioda, E. (2011) 'Motivating learners to speak as themselves', in Lamb, T., Murray, G. and Gao, X. (eds.) *Identity, Motivation and Autonomy: Exploring the Links*, Bristol, Multilingual Matters, pp. 11–24.
- Vaezi, Z. (2008) 'Language learning motivation among Iranian undergraduate students', *World Applied Sciences Journal*, vol. 5, pp. 54–61.
- Varank, I. and Tozoglu, D. (2006) 'Why are teachers resistant to change? Key issues and challenges in technology integration', *Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi*, vol. 8, pp. 193–207.
- Vygotsky, L.S. (1978) *Mind in Society*, Cambridge, MA, Harvard University Press.
- Walliman, N. (2005) *Your Research Project: A Step-by-Step Guide for the First-time Researcher*, 2nd edn, London, Sage.
- Wenden, A.L. (1991) *Learner Strategies for Learner Autonomy*, New York, Prentice Hall International English Language Teaching.
- Wheeler, S. (2011) 'The natives are revolting', [Online]. Available at <http://www.steve-wheeler.co.uk/2011/05/natives-are-revolting.html> (Accessed 28 April 2016).

White, C. and Ding, A. (2009) 'Identity and self in e-language teaching', in Dörnyei, Z and Ushioda, E. (eds.) *Motivation, Language Identity and the L2 Self*, Bristol, Multilingual Matters, pp. 333–49.

Williams, M. and Burden, R. (1997) *Psychology for Language Teachers: A Social Constructivist Approach*, Cambridge, CUP.

Willis, B. (2014) 'The Advantages and Limitations of Single Case Study Analysis', *E-International Relations Students*, [Online]. Available at <http://www.e-ir.info/2014/07/05/the-advantages-and-limitations-of-single-case-study-analysis/> (Accessed 01 March 2016).

Willis, J. (1996) *A Frame Work for Task Based Learning*, London, Longman.

Wright, T. (1987) *Roles of Teachers & Learners*, Oxford, OUP.

Yaprak, Z. (2014) 'Computer-assisted collaborative language learning: with special reference to TBLL', *Turkish Studies*, vol. 9, no. 6, pp. 1117–1137.

Yin, R. K. (2009) *Case study research: Design and methods*, Thousand Oaks, CA, Sage.

APPENDICES

LIST OF APPENDICES

Appendix A = Approvals

Appendix B = Needs Analysis

Appendix C = Lesson plan overviews and outline of the reading tasks for the main study

Appendix D = Reading tasks (main study)

Appendix E = Initial study

Appendix F = Research tools

Appendix G = Permission letters, consent forms and information letters

Appendix H = Raw data and median

Appendix I = Qualitative analysis

Appendix J = Summary of responses to questionnaires

Appendix K = Original Turkish for student quotations appearing in the thesis

Appendix L = Bugclub.com website

APPENDIX A APPROVALS

Appendix A/1 Approval of the study by the Open University Human Research Ethics Committee



The Open University is incorporated by Royal Charter (number RC 000391), an exempt charity in England & Wales and a charity registered in Scotland (number SC 038302)

HREC_2012-#1253-Koruyan-1-approval

This memorandum is to confirm that the research protocol for the above-named research project, as submitted for ethics review, is **approved** by the Open University Human Research Ethics Committee.

Please make sure that any question(s) relating to your application and approval are sent to Research-RECReview@ open.ac.uk quoting the HREC reference number above. We will endeavour to respond as quickly as possible so that your research is not delayed in any way.

At the conclusion of your project, by the date that you stated in your application, the Committee would like to receive a summary report on the progress of this project, any ethical issues that have arisen and how they have been dealt with.

Regards,

Dr Duncan Banks

KASIM KORUYAN

PI: B8956287

Chair OU HREC

From Dr Duncan Banks

Chair, The Open University Human Research Ethics Committee

Email d.banks@open.ac.uk

Extension 59198

To Kasim Koruyan, FELS

Subject *“An investigation into the development of language learner autonomy and motivation following the introduction and use of e-pads in an Anatolian High School as reflected in the students’ approach to reading tasks.”*

Ref HREC/2012/1253/Koruyan/1

Red form

Submitted 29 September 2012

Date 05 October 2012

Memorandum

Appendix A/2 Application for Permission for the Study to the Ministry of National Education, Diyarbakır

DİYARBAKIR MİLLİ EĞİTİM MÜDÜRLÜĞÜNE

Halen İngiltere the open üniversitesinde doktora eğitimi yapmaktayım. Doktora tezimin konusu “Türkiyede uygulanmaya başlanan fatih projesi kapsamındaki tablet bilgisayarların dil eğitimindeki okumanın etkisi”ni araştırmaktır. Doktora tez çalışmamı pilot uygulama okullarından olan Gaffar Okan Anadolu Lisesinde yapabilmem konusunda gerekli izin ve onaylarınızı vermeniz hususunda;

Gereğini bilgilerinize arz ederim.

Kasim Koruyan

The Open University

Doctorate Student

Tel: 00447427112675

e-mail: kkoruyan@my.open.ac.uk

Appendix A/3 Approval of the study by the Ministry of National Education

T.C.
DIYARBAKIR VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.0.21.20.02- 605.01- 79524
Konu : Akademik Çalışma İzni

19 Ekim 2012

T.C.
MILLİ EĞİTİM BAKANLIĞINA
(Ortaöğretim Genel Müdürlüğü)

İlgi: 05. 10.2012 tarihli ve 105845 sayılı yazınız.

İngiltere'de özel Öğrenci statüsünde The Open University'de yarı-zamanlı doktora öğrenimi görmekte olan Kasım KORUYAN'ın doktora tez çalışması için ilimizdeki 4 pilot okuldan birinde gerçekleştirmek istediği akademik çalışması ile ilgili yazınız ve ekleri incelenmiş olup, Söz konusu uygulamalı çalışmasının Gaftar Okkan Anadolu Lisesindeki yöneticilerin bilgisi dahilinde uygulanması müdürlüğümüze uygun görülmüştür.

Bilgilerinize arz ederim.

Mehmet Hadi ACIRBAŞ
Vali a.
Milli Eğitim Müdürü

13.../10/2012 Şef
19.../10/2012 Müdür Yrd.

: C.ÖZCENGİZ
: S.MANARY

Cihan ÖZCENGİZ
Şef



11 Millî Eğitim Bakanlığı Strateji Geliştirme Birimi
Tel: 0412 226 50 80 (7 Hat) dahili 170
E-Posta: arge21@meb.gov.tr
arge21@gmail.com
2012 © Diyarbakır

EĞİTİM
%100

Öğretmenin

APPENDIX B NEEDS ANALYSIS

Why are you learning English? Tick one or more boxes

- ☐ I need it for my job

☐ I am interested in it

☐ I need it for university

☐ To find a job in the future

☐ I have a plan to live in the UK

☐ Because it is an international language
- Other Reasons

How do you feel about these activities? Tick column 1, 2, or 3

Activities	☺ I like this very much	It's OK	☹ I don't like it at all
Asking questions around the room			
Playing games to practice grammar			
Speaking			
Doing role plays			
Learning new vocabulary			
Reading text in the course book			
Reading text on the e-pad			
Working alone			
Working in pairs			
Working in a group			
Searching online for information			
Presenting your work in the class			

- Is there anything else that you like to do?
- What is your hobby?
- What topics do you like?
- What topics do not you like?

APPENDIX C LESSON PLAN OVERVIEWS AND OUTLINE OF READING TASKS (MAIN STUDY)

Appendix C/1a Outline of Reading Task 1 “Fun Festival” (For Teacher)

Steps and aims	Activities and procedure	Students working method	Time	Skills	Resources	Criteria met
<p>Step 1:</p> <p>Introduction:</p> <p>Before reading</p> <p>(warm-up)</p> <p>To generate students' interest in the topic to orient them to what they are going to talk about</p>	<p>Introduction of the topic through brainstorming. (I orally asked about some pictures of festivals, such as Glastonbury and Henley, and some pictures chosen from the internet.</p> <p>Example: What do you see in the pictures?) Students discussed the pictures with their partner and then with their group. They then individually and voluntarily reported back to the class</p> <p>Students were asked to brainstorm their</p>	<p>Pair and group work</p> <hr/> <p>Individual answers (volunteer)</p> <hr/> <p>Group work</p> <hr/> <p>Individual</p>	20 mins	<p>Interpreting (the pictures)</p> <p>+ speaking</p>	<p>Smart Board, visual images from the internet (via selected links)</p>	<p><u>Authenticity:</u></p> <p>The introduction, brainstorming and video draw on learners' prior experience and use authentic material the learner is likely to encounter outside the classroom, so meet the criteria of authenticity</p> <hr/> <p><u>Interaction and collaboration:</u></p> <p>Group work enables collaboration and interaction within and between groups of students, therefore meeting the criteria of interaction and collaboration</p> <hr/> <p><u>Learner fit:</u></p> <p>The topic of the reading task is closely related needs, level, ability</p>

	experience of festivals they have been to and what their experience was in their group, and prompt questions were displayed on the Smart Board. I also talked through the instructions displayed on the Smart Board. After the brainstorming activity was completed, one of the groups reported back to the class	answers (volunteer)				and interest of the learners and it enables them to engage willingly with the language in answering the questions provided, thus meeting the criteria of learner fit
Step 2: Before reading (lead in) Set the context of reading	I (the teacher) shared my experience of festivals (Henley and Glastonbury). Students watched film of the end of Henley festival firework display on YouTube and they were asked about their views on the fireworks.	Whole class activity	15 mins	Speaking + listening	Smart Board, YouTube video, internet (via selected links)	<u>Authenticity and affordances of modes:</u> Showing real scenes from festivals I attended through using the affordances of technology (e.g. YouTube video) means bringing the real world into the classroom, thus meeting the criteria of authenticity and affordances of

	Students then shared their ideas with the class and I checked their understanding by eliciting the answers voluntarily	Whole class answers (volunteer)				modes
Step 3: First reading: To give students practise in reading for gist	Students clicked on the web-link provided and individually skimmed the reading text quickly at the global level for the main idea of the text. Once they had finished, they discussed what this text was about as a whole in their group and then one of the group reported back to the class	Individual work <hr/> Group work Whole class answers (volunteer)	5 mins	Reading (skim reading)	E-pad, the reading text from www.bugclub.com , which includes visual images and audio text, Smart Board (instructions for activities)	<u>Meaning focus:</u> The students skim the text paying attention to the headings and interact with multimedia features such as visual images, that is pictures, to get the gist of the text, and further interaction during the class feedback is based on the negotiation of the meaning of the text, so meeting the criteria of meaning focus <u>Interaction:</u> Discussion gives students opportunity for the negotiation of meaning and for interacting with their partners. The interaction, in turn, affects students' motivation
Lesson 1 ended						

						to participate
Lesson 2 started Step 4: Second reading: To give students practise in reading for specific information	Students individually scanned for specific information and answered the questions provided in the drop box by highlighting their answers in red. Online dictionaries are provided through the selected links and students can consult them if they need to, for example http://oxforddictionaries.c om/ After they had finished, they compared their answers with their partners. Once they had checked their partner's answers, they voluntarily provided	Individual work <hr/> Pair work <hr/> Whole class answers (volunteer)	20 mins	Reading (scan reading)	E-pad, drop box, specific questions about the text, Smart Board (instructions for activities)	<u>Meaning focus:</u> Scan reading directs students' attention to specific information in the text and multimedia interaction, that is online dictionaries, and pair check helps students to negotiate meaning, so meeting the criteria meaning focus <u>Developing strategy:</u> Students are required to use a range of strategies for working with online text and online dictionaries are helpful for comprehending online text, so meeting the criteria of strategy development

	<p>their answers.</p> <p>They then saved their answer sheet to the drop box by labeling their school number, for example fun festivals, stage 4, school ID:xxx</p>					
<p>Step 5:</p> <p>Third reading:</p> <p>To give students practise in reading for detailed comprehension</p>	<p>Students individually did the quizzes (seven questions) provided by the software by clicking on the <u>FROG</u> in the text. Quizzes contain these question types: Choosing a word to complete the sentence; dragging the correct word or phrase to complete the sentence; clicking on the three correct answers from five options provided (e.g. roll in mud, play in mud, etc.), clicking on a picture</p>	<p>Individual work</p> <hr/> <p>Pair work</p> <hr/>	20 mins	Reading (detailed reading) + writing	<p>E-pad, the reading text, visual images, audio reading, selected web-links for dictionaries from the internet</p> <p>Smart Board (instructions for activities)</p>	<p><u>Language learning potential:</u></p> <p>Some of the quizzes used give students opportunity to work on and learn linguistic aspects of the reading text, so meeting the criteria of language learning potential</p> <hr/> <p><u>Meaning focus:</u></p> <p>Some of the quizzes used also give students opportunity to work on comprehension questions to understand the reading text, so meeting the criteria of meaning focus</p> <hr/>

Lesson 2 ended	<p>of a festival that they would like to visit and writing the reason in the space provided. They could refer back to the text if they needed to.</p> <p>Once they had finished, they compared their answers with their partner's.</p> <p>After the pair check, I checked their understanding by eliciting the answers voluntarily</p>	Whole class answers (volunteer)				
Lesson 3 started Step 6: After reading: To give students practise in online search reading and encourage	Preparation of presentation: Students searched online individually from the links provided. In their group, they discussed and chose one festival you liked to go to by considering the	Individual work	40 mins	Reading (online search reading: processing information from the internet	E-pad, selected links from the internet, Smart Board (instructions for activities)	<u>Practicality:</u> Instructions displayed on the Smart Board for group work identify practicalities and ensure that all students can work productively by following guidance and specific questions, thus meeting the criteria of

active participation in the learning process	<p>questions displayed on the Smart Board, for example type of festival they wanted to go to. One of the groups wrote their answers to the questions in a word document in one of the e-pads as an aid to their presentation.</p> <p>Students were told that they could support their presentations with YouTube videos, visual images and audio.</p> <p>After students completed their search, they combined the results found using one of the e-pads</p>	Group work		sources) + writing		<p>practicality</p> <p><u>Developing strategy:</u></p> <p>Browsing online links quickly alongside the ones provided is another strategy students use to do the work given, so meeting the criteria of strategy development</p> <p><u>Authenticity:</u></p> <p>The desired outcomes of the preparation of group presentation are to find out about different festivals students want to attend in their future life and to understand those cultures through the associated language learning activities (e.g. searching online to find information) and materials (e.g. YouTube clips), thus meeting the criteria of authenticity</p> <p><u>Collaboration:</u></p> <p>Group work enables students to work together; as a result, it meets</p>
Lesson 3 ended						

						the criteria of authenticity
<p>Lesson 4 started</p> <p>Step 7:</p> <p>After reading:</p> <p>To give students practise in presenting their findings through the Smart Board as a group and encourage active participation in the learning process</p>	<p>Students presented their findings in the class as a group by connecting the e-pad to the Smart Board.</p> <p>Each member presented one part, agreed among themselves, and each group had 5 minutes to present. While one group was making their presentation, the other groups were preparing one question to ask at the end of each presentation</p>	Group presentations	35 mins	Reading + speaking + listening + writing	E-pad, Smart Board (instructions for activities), Smart Board (presentation)	<p><u>Practicality:</u></p> <p>As well as following the instructions on the Smart Board, students have adequate access to software (YouTube) and hardware (e-pad, Smart Board) to present their findings, thus meeting the criteria of practicality</p> <hr/> <p><u>Collaboration and positive impact:</u></p> <p>Students will present their findings collaboratively, which will have a positive impact on their motivation</p> <hr/>

Step 8: After reading: Feedback	After all the presentations, there was a discussion about the group presentations and some questions displayed on the Smart Board about the presentations were considered	Whole class feedback	5 mins	Speaking	Smart Board (instructions for activities)	<p><u>Reflection:</u> Students will reflect on their presentations; therefore it meets the criteria of evaluation</p> <p><u>Interaction:</u> The discussion will allow students to interact with each other and have a positive effect on students' motivation</p>
Step 9: After reading: Reflection and discussion. To give students practise in reflecting their views and discussing their ideas in their own time	<p>Additional whole class activity: expanding the task on further reflection on the task and activity.</p> <p>Students anonymously had further discussions out of class by posting their views on a class blog.</p> <p>They answered the questions displayed on the Smart Board and on the class blog, as well as</p>	Whole class reflection	Not specified	Writing + reading	Online class blog	<p><u>Reflection:</u> Reflecting their views about the lesson, commenting on each other's opinions related to the reading task and the whole lesson, and answering questions provided through the class blog make the learning process more effective and powerful, so meeting the criteria of evaluation</p> <hr/>

	questions about the class atmosphere, the presentations, what they gained from the lesson, and anything else they wanted to add. This approach was important as it allowed shy students to express their opinions if they wanted to					<u>Interaction, collaboration and positive impact:</u> Commenting on one another's posts provides environment for engaging with each other, so meeting the criteria interaction and collaboration, and has a positive impact on the students, which enhances their motivation
--	---	--	--	--	--	---

APPENDIX C/1b First Lesson Plan Overview (For the class)

Lesson Type: First Reading Task Fun Festivals (speaking, writing and listening integrated where necessary)**Time: 40 minutes for each lesson**

Stage of the lesson:	Reason for doing the activity	What you are going to do in the activity	Group/pair/individual/class work	What you will use
Stage 1: Before reading: Warm-up (20 minutes)	To generate your interest in the topic	What do you see in the pictures? (8mins) Discuss the picture first with your partner, then with your group. After you have finished your discussion, you will have the opportunity to report back to the class https://www.google.co.uk/search?gs_rm=20&gs_ri=psy-ab&tok=JpXluLFxXZcvPSks39vBGg&cp=12&gs_id=1f&xhr=t&q=glastonbury+2013&bav (Glastonbury music festival) https://www.facebook.com/photo.php?fbid=466699210028004&set=pb.118516534846275.-2207520000.1374206366.&type=3&theater (Henley festival) https://www.facebook.com/photo.php?fbid=10152047614387729&set=a.10151762413787729.1073741825.614167728&type=1&theater (Friend's photo) https://www.facebook.com/photo.php?fbid=10152039799262729&set=a.10150798932512729.510201.614167728&type=1&theater (Friend's photo)	Pair and group work	Smart-board

		https://www.facebook.com/photo.php?fbid=599955040035753&set=pb.118516534846275.-2207520000.1374206366.&type=3&theater (Henley festival) Now report back to the class (2mins) Discuss your experience with your group: Have you been to any festival? Which festival have you been to? Where was it? What kind of festival was it (music etc.)? What was the atmosphere at the festival like? What was the music like? Once you have finished your discussion, make sure one of you in your group is ready to report back to the class (5mins) Now report back to the class (5mins)	Individual volunteer answers	
			Group work	
			Individual volunteer answers	
Stage 2: Before reading (lead in) (15 minutes)	Set context for reading To create your interest in topic through using	Sharing my experience of festivals (Henley, Glastonbury) (2min) You are going to watch a festival fireworks: http://www.youtube.com/watch?v=ZrEBT-qjiI (3mins) Asking the following questions to the class: What do you think about the fireworks?	Whole class activity	Smart-board
			Whole class answers	

	YouTube video	<p>Have you been to any firework display?</p> <p>If so, how was it?</p> <p>Where was it? (6mins)</p> <p>Now report back to the class =volunteer (4mins)</p>	(volunteer)	
<p>Stage 3:</p> <p>First reading (skim reading) (5 minutes)</p> <p>Lesson 1 ends</p>	To give you practice in reading for gist	<p>Now click on the link and individually skim the reading text (1min)</p> <p>http://www.bugclub.co.uk/ebook-player/player.php?id=43129&m=t&uid=16175&ns=1</p> <p>Once you have finished check with your group what this text is about (2mins)</p> <p>One of you will be asked to briefly report back to the class (2mins)</p>	<p>Individual work</p> <hr/> <p>Group work</p> <hr/> <p>Individual answers</p> <p>(volunteer)</p>	<p>E-pad, Website, Smart-board (instructions for activities)</p>
<p>Lesson 2 starts</p> <p>Stage 4:</p> <p>Second reading (scan reading) (20minutes)</p>	To give you practice in reading for specific information	<p>Now go to <u>the drop box, grade 9/A: C Step 4</u> and answer the questions individually. Highlight your answer in red. Refer back to the text if you need to (6mins)</p> <p>Once you have finished, compare your answers with your partner. (4mins)</p> <p>After you have checked your answers, you will report back to the class and then you should save your answer sheet into the drop box by labeling your school number: for example, Fun Festivals, stage 4, school ID: xxx (5mins).</p>	<p>Individual work</p> <hr/> <p>Pair work</p> <p>-----</p> <p>Whole class answers</p> <p>(volunteer)</p>	<p>E-pad, drop box, smart-board (instructions for activities)</p>

		<p>If you need to look up words, you can use these online dictionaries:</p> <p>http://oxforddictionaries.com/</p> <p>http://dictionary.cambridge.org/dictionary/british/</p> <p>Now report back to the class. (5mins)</p>		
<p>Stage 5:</p> <p>Third reading (careful reading) (20minutes)</p> <p>Lesson 2 ends</p>	<p>To further practice in reading for specific information</p>	<p>Go back to the text again, and read in more detail to do the quiz by clicking on the FROG (green animal) in the text (11mins)</p> <p>Once you have finished compare your answers with your partner and get ready to report back to the class (4mins)</p> <p>If you need to look up words, you can use these online dictionaries:</p> <p>http://oxforddictionaries.com/</p> <p>http://dictionary.cambridge.org/dictionary/british/</p> <p>Now report back to the class (5mins)</p>	<p>Individual work</p> <hr/> <p>Pair check</p> <hr/> <p>Whole class answers (volunteer)</p>	<p>E-pad, website, smart-board (instructions for activities)</p>
<p>Lesson 3 starts</p> <p>Stage 6:</p> <p>After reading (Online search reading) (40minutes)</p>	<p>To give you practice in searching online and preparing group presentations</p> <p>To encourage active participation in the learning process</p>	<p>Now look at the festivals by clicking on the web-links below. In your group, discuss and choose one festival you would like to go to by considering the following questions (40mins):</p> <ol style="list-style-type: none"> 1. What is the name of the festival? 2. Where is it? 3. When is it? 4. What kind of festival is it? 5. Why would you like to attend it? 6. Who would you like to go with? 	<p>Group work</p> <hr/>	<p>E-pad, web-links, smart-board (instructions for activities)</p>

Lesson 3 end		<p>Note: Your group has to agree on one festival only. You can search online for another festival if you want to. After you have completed your discussion and chosen one festival, one of you in your group is going to write your answers to the questions in a word document in one of the e-pads as an aid to your presentation.</p> <p>You can support your search with a picture and/or video from YouTube. Once you have finished your work, you will connect the e-pad, where the information is, to the smart-board to present your result. In your group, decide which group member is going to present which part.</p> <p>http://www.bugclub.co.uk/ebookplayer/player.php?id=43129&m=t&uid=16175&ns=1</p> <p>http://www.happy.co.uk/about/freepublications/culturalplanner/festivals/</p>	Group work	
Lesson 4 starts Stage 7: After reading (Presentation of the results) (35minutes)	To give you practice in presenting your findings through the smart-board as a group To encourage active participation	Now present your findings in the class as a group. While one group is presenting their findings, the other groups will prepare one question to ask at the end of each presentation. (5mins for each group= 35mins)	Group presentation	E-pad, smart-board (instructions for activities), smart-board (presentation)

	in the learning process			
Stage 8: After reading (reflection) (5minutes) Lesson 4 ends	To give you a chance to reflect on group presentations	Now discuss the presentations you have just delivered as a whole class. Considering the following questions: Were the presentations effective? If yes, what made them effective? Did they present their findings clearly? Was it easy to follow the presentations? What did you learn from the presentation? And anything you want to add, feel free. (5mins)	Whole class feedback	smart-board (instructions for activities)
Stage 9: After class: Feedback and discussion	To give you practice in reflecting your views	After the lesson, go to the class blog and post your views about this lesson in the form of discussion by considering the following questions: 1. What did you think of the presentation activity? 2. What was the classroom atmosphere like? 3. Did you learn and/or gain anything from this lesson? 4. What did you learn/gain? 5. Do you think this lesson has encouraged you to read more? You should discuss anything you want about the lesson and you can also comment on the other students' views if you feel that you want to Do not write your name if you don't want to	Whole class reflection	Class blog

Appendix C/2a Outline of Reading Task 2 “Malala’s story” (For Teacher)

Steps and Aims	Activities and Procedure	Students working method	Time	Skills	Resources	Criteria Met (see task one for explanation of criteria)
Step 1: Introduction: Before reading (warm-up and lead in) Set the context of the reading task, activate students’ schemata, practice prediction and generate students’ interest in the topic to orient them to what they talk about	Introduction of the topic through brainstorming (Students were asked to imagine a girl related to the topic and draw a picture of what they imagined. They were then asked to look at the headings and pictures and discuss with their group what the reading text was going to be about). They briefly discussed the prediction with their partners and voluntarily reported to the class. The students then watched a video on YouTube about Malala’s speech at the UN followed by a group	Group work	20mins	Interpreting (the pictures and headings)+ Speaking+ Listening	Smart-board, YouTube video, visual images from the Internet (via selected links)	<u>Authenticity</u> <u>Imagination and Creativity</u>
		Whole class answers (volunteer)				Some students created images of a girl in their head, drew a picture of that girl, then compared ‘Malala’s’ pictures with theirs and reflected on what they imagined creatively (see Task 2, Step 1) which, in turn, affects students’ motivation to participate. They also showed creativity by suggesting how to improve the use of e-pads in language classrooms. Students’ suggestions show that they take responsibility
		Whole class activity				
		Group work				
		Individual answers (volunteer)				

	discussion about what they had just seen on YouTube video and some personalized questions (e.g. right of education). Prompt questions were displayed on the smart-board and I talked through the instructions displayed on the smart-board. After the brainstorming activity was completed, one of the group member reported back to the class					for their learning. <u>Interaction</u>
Step 2: First reading: To give students practice in reading for gist	Students individually skimmed the reading text at the global level to get the main idea of the reading text provided via drop box.	Individual work	10mins	Reading (skim reading)	E-pad, drop box, reading text which includes visual images from the Internet	Focus on meaning

	This was followed by students' discussion about what the text as a whole is about in their group and I checked their understanding by eliciting the answers from the groups	Group work <hr/> Individual answers (volunteer)			and headings. Smart-board (instructions for activities)	Collaboration <hr/> Interaction <hr/>
Step 3: Second reading: To give students practice in reading for specific information	Students individually scanned the text for specific information and answered the questions provided in the drop box by highlighting their answers in red. Online dictionaries were provided through the selected links and students were able to consult them if they needed to, for example: http://oxforddictionaries.com/	Individual work <hr/>	15mins	Reading (scan reading)	E-pad, drop box, selected web-links for dictionaries from the Internet Smart-board (instructions for activities)	<u>Meaning focus:</u> <hr/> <u>Developing strategy:</u> <hr/>

Lesson 1 ended	Once they had finished, they compared their answers with their partners. After pair check, students voluntarily provided their answers	Pair check				
		Whole class answers (volunteer)				
Lesson 2 started Step 4: After reading: To give students practice in online search reading and encourage active participation in the learning process	Preparation of presentation: Students individually searched on the Internet to answer the questions displayed on the smart-board, for example: areas of uneducated population in Turkey. After they had finished searching, they checked and discussed what they had found with their group. After the discussion one of the group members wrote the answers to the questions in a word document in one of the e-pads as an aid	Individual work	40mins	Reading (online search reading: processing information from the Internet sources)+ Writing	E-pad, selected websites from the Internet, selected web-links for dictionaries from the Internet, Smart-board (instructions for activities)	<u>Practicality</u>
		Group work				<u>Developing strategy</u>

Lesson 2 ended	to your presentation. Once they finished their work, they connected the e-pad, where the information was, to the smart-board to present their result. In their group, they decided which group member was going to present which part.					
Lesson 3 started Step 5: After reading: To give students practice in presenting their findings through the smart-board as a group and encourage active participation in the learning process	After students completed their search, they combined their results found using one of the e-pads. Students then presented their findings in the class as a group by connecting the e-pad to the smart-board. Each member presented his/her part and each group had five minutes to present. While one group was presenting, the other groups were preparing	Group presentations	35mins	Reading + Speaking+ Listening+ Writing	E-pad, Smart-board (instructions for activities), Smart-board (Presentation)	<u>Practicality:</u> <hr/> <u>Developing strategy:</u> <u>Collaboration:</u> <u>Interaction:</u> <u>Positive impact:</u> <hr/>

	one question to ask at the end of each presentation.					
Step 6: After reading Feedback	After all the presentations, there was a discussion on the group presentations	Whole class Feedback	5mins	Speaking	Smart-board (instructions for activities),	<u>Evaluation:</u> <u>Interaction:</u> <u>Positive impact</u>
Step 7: After reading: Reflection and discussion. To give students practice in reflecting their views and discussing their ideas in their own time	Additional whole class activity: expanding the task on further reflection on the task and activity. Students were asked to have further discussion out of class by posting their views on class blog answering the questions displayed on the smart-board and on the class blog as well about the class atmosphere, the presentations, what they had gained from the lesson and anything they wanted to add etc. This approach was	Whole class reflection	Not specified	Writing+ Reading	Online class blog	<u>Evaluation:</u> <u>Interaction:</u> <u>Positive impact:</u>

	important as it allowed shy students to express their opinions if they wanted to.					
--	---	--	--	--	--	--

Appendix C/2b Second Lesson Plan Overview (For the class)

Lesson Type: Second Reading Task Malala Story (speaking, writing and listening integrated where necessary)

Time: 40 minutes for each lesson

Stage of the lesson: What you are going to do	Reason for doing the activity	What you are going to do in the activity	Group/pair/individual/class work	What you will use
Stage 1: Before reading: Warm-up (20 minutes)	To generate your interest in the topic through using YouTube video and practice prediction	Imagine a girl who is in the middle of a war and who was attacked due to demanding girls' right for education (1 min). Now draw a picture of that girl (2 mins) individually. Look at pictures in the text and compare them with your drawing. Look at the headings and pictures and discuss with your group what you think the whole text is going to be about (2mins). After you have finished your discussion, you will have the opportunity to report back to the class Now to report back to the class (2mins) You are going to watch a Pakistani child activist's speech at the UN (Malala Yousufzai): http://www.youtube.com/watch?v=2mPC5wJbLgA (2mins)	Group work <hr/> Whole class answers (volunteer)	Smart-board
	Set the context for the reading text	Discuss the following questions in your group (9mins) Once you have finished your discussion, make sure one of you in your group is ready to report back to the class.	Group work	

		<p>What do you think about what you have just seen?</p> <p>What has happened do you think?</p> <p>Why is this child giving speech at the UN?</p> <p>Do you think the attack discouraged her from her demand, desire and fight for education?</p> <p>Why do you think she was shot?</p> <p>What would you do if your right to be educated were taken from you?</p> <p>Have you ever had any obstacle, for example, parents, environment etc. that prevented you from coming to school?</p> <p>Now report back to the class (5mins)</p>	Individual answers (volunteer)	
Stage 2: First reading (skim reading) (10minutes)	To check whether your prediction is correct and give you practice in reading for gist.	Now go to <u>the drop box, grade 9/A: C second reading text</u> and individually skim the text (2mins).	Individual work	E-pad, drop box,
		Once you have finished, discuss what this text as a whole is about in your group and get ready to report back to the class (4mins) Now report back to the class (4mins)	Group work ----- Individual answers (volunteer)	Smart-board (instructions for activities)

Stage 3: First reading (scan reading) (15 minutes)	To give you practice in reading for specific information	Now go to <u>the drop box, grade 9/A:C Stage 3</u> and individually read the text in more detail for specific information and answer the questions provided in the drop box by highlighting your answers in red (6mins) If you need to look up words, you can use these online dictionaries: http://oxforddictionaries.com/ http://dictionary.cambridge.org/dictionary/british/	Individual work	E-pad, drop box, Smart-board (instructions for activities)
		Once you have finished, compare your answers with your partner (3mins) . After you have checked your answers, you will report back to the class and then you should save your answer sheet into the drop box by labeling your school number; for example, Malala's Story, stage 3, school ID: xxx (3mins) Now report back to the class (3mins)	Pair check Whole class answers (volunteer)	
Lesson 1 ends (extend the class for 5minutes)				
Lesson 2 starts Stage 4: After reading (Online search reading) (40minutes)	To give you practice in searching online and preparing group presentations To encourage	Now go to online and individually search for information to answer the following questions. (20mins) 1. Which country has the most uneducated population in the world? 2. What are the reasons for an uneducated population? 3. Which country has the most educated population in the world? 4. Why do you think the education level is very high? Give some reasons? 5. Which area in Turkey has the most uneducated people? Why? Once you have finished your search, check your answers with your group and make sure one of you in your group is ready to write your answers in	Individual work	E-pad, web-links, smart-board (instructions for activities)

<p>Lesson 2 ends</p>	<p>active participation in the learning process</p>	<p>a word document in one of the e-pads. After you have completed your discussion and chosen one festival, one of you in your group is going to write your answers to the questions in a word document in one of the e-pads as an aid to your presentation. You can support your search with a picture and/or video from YouTube. Once you have finished your work, you will connect the e-pad, where the information is, to the smart-board to present your result. In your group, decide which group member is going to present which part (20mins).</p> <p>You can find some information by consulting the following links: http://en.wikipedia.org/wiki/List_of_countries_by_literacy_rate</p>	<p>Group work</p>	
<p>Lesson 3 starts Stage 5: After reading (Presentation of the results) (35minutes)</p>	<p>To give you practice in presenting your findings through the smart-board as a group</p> <p>To encourage active participation in the learning process</p>	<p>Now present your findings in the class as a group. While one group is presenting their findings, the other groups will prepare one question to ask at the end of each presentation.</p> <p>(5mins for each group= 35mins)</p>	<p>Group presentations</p>	<p>E-pad, smart-board (instructions for activities), smart-board (presentation)</p>

Stage 6: After reading (feedback) (5minutes)	To give you a chance to reflect on group presentations	Now I want you to discuss about the presentations you have just delivered as whole class paying attention to the following questions: Were the presentations effective? If yes, what made them effective? Did they present their findings clearly? Was it easy to follow the presentations? What did you learn from the presentation? And anything you want to add, feel free. (5mins)	Whole class feedback	smart-board (instructions for activities)
Stage 7: After class: Reflection	To give you practice in reflecting your views	After the lesson, go to the class blog and post your views about this lesson in the form of discussion by considering the following questions: <ol style="list-style-type: none"> 1. What did you think of the presentation activity? 2. What was the classroom atmosphere like? 3. Did you learn and/or gain anything from this lesson? 4. What did you learn/gain? 5. Do you think this lesson has encouraged you to read more? You should discuss anything you want about the lesson and you can also comment on the other students' views if you feel that you want to	Whole class reflection	Class blog

Appendix C/3a Outline of Reading Task 3 Women's Football (For teacher)

Steps and Aims	Activities and Procedure	Students working method	Time	Skills	Resources	Criteria Met
Step 1: Introduction: Before reading (warm-up and lead in) Set the context of the reading task, activate students' schemata and generate students' interest in the topic	Introduction of the topic through brainstorming (watching two YouTube clips: one about Top 10 Goals: FIFA U-17 Women's World Cup Azerbaijan 2012 and the other about a very famous football player followed by group discussion about the YouTube videos chosen from the Internet). I also briefly talked through the instructions displayed on the smart-board. After the group discussion, I asked students about what they thought about the video clips; for example, whether	Whole class activity <hr/> Group work Whole class checking answers (volunteer)	30mins	Interpreting (the YouTube clips)+ Speaking+ Listening	Smart-board, YouTube video, visual images from the Internet (via selected links)	<u>Authenticity</u> (see task 1, step 1 for explanation of authenticity) <hr/> <u>Interaction</u>

	<p>they liked the goals or not; which goal was the best. I then elicited the answers</p> <p>In their group, students further discussed the personalized questions displayed on the smart-board; for example, their experience of having been to or watched a football match to activate students' background knowledge</p> <p>After the group discussion, one of the group members reported back to the class.</p>	<p>Group work</p> <hr/> <p>Individual answers (volunteer)</p>				
<p>Step 2:</p> <p>First reading:</p> <p>To give students practice in reading for gist</p>	<p>Students watched the video related to the reading text by clicking on the web-link in the text provided via drop box and then individually skimmed the text quickly at</p>	<p>Individual work</p> <hr/>	15mins	Reading (skim reading)	E-pad, drop box, reading text which includes visual images, YouTube	<p>Focus on meaning</p> <hr/> <p>Collaboration</p> <hr/>

286

skills.	Once they finished reading the text, they compared their answers with their partner. After pair check, students voluntarily provided their answers	Pair check <hr/> Whole class answers (volunteer)				
Step 4: After class preparation for the next lesson To give students practice in conducting interviews (outside class activity)	I talked through the instructions displayed on the smart-board for the interview process: For the next lesson, on “women football” each member of the group would individually conduct an interview with person (they could be their friends from the school, outside the school and/or a member of their family) asking about their views on women football in Turkey. Prompt questions were displayed on	Individual work <hr/>	15mins	Conducting interview, analysing and summarizing information, +Speaking (Instructions for the interview)	Smart-board (instruction)	<u>Developing strategy</u> <u>Practicality</u> <hr/>

<p>Lesson 2 ends</p>	<p>the smart-board. Students were asked to record the interviews on their e-pads if the interviewee had given their consent. After they completed their interviews, they had a meeting with their groups to summarize the interview results.</p>	<p>Group work</p>				
<p>Lesson 3 started Step 5 After reading: Group presentation To give students practice in presenting their interview summaries</p>	<p>Group representatives presented their interview results in the class by connecting one of their e-pads where the information was summarized to the smart board. The other groups listened to the presentations and when they had any questions, they had the opportunity to ask at the</p>	<p>Group presentations</p>	<p>35mins</p>	<p>Speaking+ Listening</p>	<p>E-pad, Smart-board (for the group presentations)</p>	<p><u>Practicality:</u> <hr/><u>Developing strategy:</u> <u>Collaboration:</u> <u>Interaction:</u> <u>Positive impact:</u> <hr/></p>

through the smart-board.	end of presentations. While one group were making their presentation, the other groups were preparing one question to ask at the end of each presentation.					
Step 6: After reading: Feedback on the presentations Lesson 3 ends	After all the presentations, there will be a discussion on the interview process and group presentations.	Whole class feedback	5mins	Speaking	Smart-board (instructions for activities)	<u>Evaluation:</u> <u>Interaction:</u> <u>Positive impac</u>
Lesson 4 started Step 7: After reading: To give students practice in online search reading and encourage	Preparation of presentation: Students individually searched for some other problems such as parents, social, cultural, religious and economic problems that women football players face in Turkey on the Internet by considering the questions displayed on the smart-	Individual work	40mins	Reading (online search reading: processing information from the Internet sources)+ Writing	E-pad, selected websites from the Internet, Smart-board (instructions for activities)	<u>Practicality</u> <u>Developing strategy</u> <u>Authenticity</u> <u>Collaboration:</u>

active participation in the learning process	board. Students had opportunities to consult the selected links to find information. After they completed their search, students discussed the problems and found some practical solutions in their group and then one of the group members wrote the information in a word document in one of the e-pads as an aid to their presentation.	Group work				
Lesson 4 ended						
Lesson 5 started Step 8: After reading: To give students practice in presenting their findings	The following Wednesday, students connected the e-pad, where the information was, to the smart-board to present their result. In their group, they decided which group member would present which problem.	Group presentations	35mins	Reading + Speaking+ Listening+ Writing	E-pad, Smart-board (instructions for activities), Smart-board (Presentation)	<u>Practicality:</u> <hr/> <u>Developing strategy:</u> <u>Collaboration:</u> <u>Interaction:</u> <u>Positive impact:</u> <hr/>

through the smart-board as a group and encourage active participation in the learning process	Students presented their findings in the class as a group by connecting the e-pad to the smart-board. Each member presented his/her part and each group had 5 minutes to present. While one group was making their presentation, the other groups prepared one question to ask at the end of each presentation.					
Step 9: After reading: Feedback	After all the presentations, there had a discussion on the group presentations	Whole class feedback	5mins	Speaking	Smart-board (instructions for activities),	<u>Evaluation:</u> <u>Interaction:</u> <u>Positive impact</u>
Step 10: After reading: Reflection To give students practice in	Additional whole class activity: expanding the task on further reflection on the task and activity. Students had further discussion out of class by	Whole class discussion and reflection	N/A	Writing+ Reading	Online class blog	<u>Evaluation:</u> <u>Interaction:</u> <u>Positive impact:</u>

reflecting their views and discussing their ideas in their own time	posting their views on class blog answering the questions displayed on the smart-board and on the class blog as well about the class atmosphere, the presentations, what they had gained from the lesson and anything they wanted to add etc. This approach was important as it allowed shy students to express their opinions if they want to. They also discussed whether they would like their interview results to be published on the school blog or not.					
---	--	--	--	--	--	--

Appendix C/3b Third Lesson Plan Overview (For the class)

Lesson Type: Reading task 3 Women's Football (speaking, writing and listening integrated where necessary)

Time: 40 minutes for each lesson

Stage of the lesson: What you are going to do	Reason for doing the activity	What you are going to do in the activity	Group/pair /individual/ class work	What you will use
Stage 1: Before reading: Warm-up (30 minutes)	Set context of reading. To generate your interest in the topic through using YouTube video	<p>You are going to watch ten goals scored during the World Cup 2012: http://www.youtube.com/watch?v=SOLJTtNccc8 (Top 10 Goals: FIFA U-17 Women's World Cup Azerbaijan 2012) (5mins)</p> <p>Discuss the quality of the goals from the video clip in your group and decide which goal is the best and why (4mins).</p> <p>After you have finished your discussion, one of you in your group will report back to the class (3mins)</p> <p>And now you are going to watch a very famous woman football player's interview. After you have watched the video, tell me what you think about Alex's interview. http://www.youtube.com/watch?v=P4fKzFU7KLQ (FC Barcelona - Alex Morgan interview) (3mins)</p>	Whole class activity <hr/> Group work <hr/> Individual answers (volunteer) <hr/> Whole class activity <hr/> Individual	Smart-board,

		<p>Now report back to the class (3mins)</p> <p>In your group discuss your experience of football matches; for example:</p> <p>Have you been to or watched any football match?</p> <p>Which football match have you been to or watched?</p> <p>Did you like the atmosphere of the match?</p> <p>Was there anything that you did not like?</p> <p>Which team do you support? (8mins)</p> <p>After the discussion, a group member will report back to the class</p> <p>Now one person will report back to the class for the group (4mins)</p>	<p>answers (volunteer)</p> <p>-----</p> <p>Group work</p> <p>Individual answers (volunteer)</p>	
<p>Stage 2:</p> <p>First reading (skim reading) (15minutes)</p> <p>Lesson 1 ends (extend the lesson for 5 minutes)</p>	<p>To give you practice in reading for gist</p>	<p>Now go to <u>the drop box, grade 9/A: C third reading text</u> and watch the video related to the reading text by clicking on the web-link in the text (5mins) and individually skim the text (2mins).</p>	Individual work	<p>E-pad, drop box, Smart-board (instructions for activities)</p>
		<p>Once you have finished, discuss what this text and video as a whole are about in your group. After your discussion, one of you in your group will have the opportunity to report back to the class (4mins)</p> <p>Now one person from each group should report back to the class (4mins)</p>	<p>Group work</p> <p>Individual answers (volunteer)</p>	

Lesson 2 starts Stage 3: First reading (careful reading) (25 minutes)	To give you practice in reading for comprehension	Go to the drop box, grade 9/A: C Stage 3 again and individually read the text carefully and answer the questions provided in the drop box by highlighting your answers in red (10mins) . If you need to look up words, you can use these online dictionaries: http://oxforddictionaries.com/ http://dictionary.cambridge.org/dictionary/british/	Individual work	E-pad, drop box, Smart-board (instructions for activities)
		Once you have finished, compare your answers with your partner (5mins) . After you have checked your answers, you will report back to the class and then you should save your answer sheet into the drop box by labeling your school number: for example, women football stage 3, school ID: xxx (5mins) . Now report back to the class (5mins)	Pair work Whole class answers (volunteer)	
Stage 4: Instruction for the interview process (15minutes)	To give clear and concise instructions and check students' understanding of the instructions	In the next lesson (on Friday), on "women's football", each member of the group will individually conduct an interview with 1 person (S/he could be your friend from the school, outside the school and/or a member of your family) about her/his views on women's football in Turkey by asking the following questions: 1. What do you think about women who play football in Turkey? 2. Do you support women playing football in Turkey? Why/Why not? 3. Would you like to go and watch them playing on the field if they	Individual work	smart-board (instructions for activities)

Lesson 2 ends		<p>play here in this city?</p> <p>4. What sort of problems do you think women may face if they play football in Turkey?</p> <p>You can ask more questions if you feel you need to ask them.</p> <p>You can record the interview on your e-pad if the interviewee gives her/his consent.</p> <p>After you have completed your interviews, you will have a meeting with your group and play the interviews to each other and then summarize the interview results on one of the e-pads.</p> <p>To a student: Can you to the class please what you are going to do?</p> <p>To another student: Are you going to write the interview on a piece of paper or are you to record it?</p>	Group work	Checking for understanding
Lesson 3 starts Stage 5: After reading (presentation of the interview) (35minutes)	To encourage active participation in the learning process	<p>Today, each group is presenting the results from interviews on “women’s football” in the class to see the similarities and differences in the responses.</p> <p>Now, connect one of your e-pads, where the summary is, to the smart-board (5mins for each group= 35mins)</p> <p>While one group is presenting their findings, the other groups will prepare one question to ask at the end of each presentation.</p>	Group presentation	E-pad, smart-board (instructions for activities)
Stage 6: After reading: Feedback	To give you a chance to reflect on	<p>Now discuss the interview process and presentations you have just delivered to the whole class considering the following questions:</p> <p>Did you like the interview process?</p>	Whole class feedback	smart-board (instructions for activities)

<p>(5minutes)</p> <p>Lesson 3 ends</p>	<p>group presentations about your interview process</p>	<p>Was the interview process effective?</p> <p>If yes, what made it effective?</p> <p>Was it easy to follow the presentations?</p> <p>What did you learn from the presentation and interview? (5mins)</p>		
<p>Lesson 4 starts</p> <p>Stage 7:</p> <p>After reading (Online search reading)</p> <p>(40minutes)</p> <p>Lesson 4 ends</p>	<p>To give you practice in online search reading</p>	<p>Now individually, you are going to search for some other problems about women's football in Turkey; for example; parents, social, cultural, economic and religious problems of women's football in Turkey (15mins) by considering the following questions:</p> <p>What kind of parental problems do women face if they want to be a football player?</p> <p>What kind of social problems do women encounter if they want to play football?</p> <p>What kind of cultural problems do women come across if they want to be a football player?</p> <p>What kind of economic problems do women have if they want to be a football player?</p> <p>What kind of religious problems do women have if they want to be a football player?</p> <p>You can find some information by consulting the following links:</p> <p>http://www.youtube.com/watch?v=A85rKeLb1eU</p> <p>http://sites.duke.edu/wcwp/research-projects/middle-east/muslim-</p>	<p>Group work</p>	<p>E-pad, smart-board (instructions for activities)</p>

		<p><u>women-in-sport/the-state-of-womens-football-in-muslim-countries/</u></p> <p>After you have completed your search, you will discuss the problems and find some practical solutions in your group. One of you in your group is going to write the information in a word document in one of the e-pads as an aid to your presentation. You can support your search with a picture and/or video from YouTube. Once you have finished your work, you will connect the e-pad, where the information is, to the smart-board to present your result. In your group, decide which group member is going to present which problem (25mins)</p> <p>You will present your findings next Wednesday.</p>		
<p>Lesson 5 starts</p> <p>Stage 8:</p> <p>After reading</p> <p>(Presentation of the results)</p> <p>(35minutes)</p>	<p>To give you practice in presenting your findings through the smart-board as a group</p> <p>To encourage</p>	<p>Today, you will present your findings in the class as a group. While one group is presenting their findings, the other groups will prepare one question to ask at the end of each presentation.</p> <p>(5mins for each group= 35mins)</p>	Group presentation	<p>E-pad,</p> <p>smart-board (instructions for activities),</p> <p>smart-board (presentation)</p>

	active participation in the learning process			
Stage 9: After reading: Reflection and feedback (5minutes)	To give you a chance to reflect on group presentations	<p>Now I want you to discuss the presentations you have just delivered as whole class paying attention to the following questions:</p> <p>Were the presentations effective? If yes, what made them effective? Did groups present their findings clearly? Was it easy to follow the presentations? What did you learn from the presentation? And please add anything else you want to say. (5mins)</p>	Whole class feedback	smart-board (instructions for activities)
Stage 10: After class: Reflection	To give you practice in reflecting your views	<p>After the lesson, go to the class blog and post your views about this lesson in the form of discussion by considering the following questions:</p> <ol style="list-style-type: none"> 1. What did you think of the presentation activity? 2. What was the classroom atmosphere like? 3. Did you learn and/or gain anything from this lesson? 4. What did you learn/gain? 5. Do you think this lesson has encouraged you to read more? <p>You should discuss anything you want about the lesson and you can also comment on the other students' views if you feel that you want to.</p>	Whole class reflection	Class blog

APPENDIX D MAIN STUDY RESOURCES

Appendix D/1 Reading tasks = Fun Festivals

http://www.pearson.com/... Free online tutor... Windows Movie... Bug Club... www.bugclub.co.uk... www.bugclub.co.uk... www.bugclub.co.uk... www.bugclub.co.uk... www.bugclub.co.uk... www.bugclub.co.uk... 69

www.bugclub.co.uk/ebook_player/player.php?id=431295&module=16175&res=1

Festivals

Festivals are held all over the world.

People love festivals. They are fun!

United States of America

England

Spain

India

China

Japan

South Korea

The Philippines

Australia

2/3 of 24

http://www.pearson.com/... Free online tutor... Windows Movie... Bug Club... www.bugclub.co.uk... www.bugclub.co.uk... www.bugclub.co.uk... www.bugclub.co.uk... www.bugclub.co.uk... www.bugclub.co.uk... 69

www.bugclub.co.uk/ebook_player/player.php?id=431295&module=16175&res=1

Look at the contents page. Which festival do you think sounds most fun? Click on your answer.

Fun Festivals

Diana Noonan

Contents

Festivals	2
Cheese-rolling Festival	4
Tomato Festival	6
Mud Festival	8
Snow Festival	10
Moomba Festival	12
Festival of Colour	14
Twins Festival	16
Groundhog Day Festival	18
Carabao Festival	20
Best Festival?	22
Glossary	24

Done

http://www.pearson.com/... Free online tutor... Windows Movie... Bug Club... www.bugclub.co.uk... www.bugclub.co.uk... www.bugclub.co.uk... www.bugclub.co.uk... www.bugclub.co.uk... www.bugclub.co.uk... 69

www.bugclub.co.uk/ebook_player/player.php?id=431295&module=16175&res=1

Fun Festivals

Diana Noonan

Contents

Festivals	2
Cheese-rolling Festival	4
Tomato Festival	6
Mud Festival	8
Snow Festival	10
Moomba Festival	12
Festival of Colour	14
Twins Festival	16
Groundhog Day Festival	18
Carabao Festival	20
Best Festival?	22
Glossary	24

1 of 24

Tomato Festival

This is the Tomato Festival.



Festival Facts
Where: Spain
When: Summer



People throw tomatoes at each other.
The Tomato Festival is a very big food fight!

6

7

6/7 of 24

?

🔍

✎

🗨

Cheese-rolling Festival

This is a cheese-rolling festival.
People roll a big, round cheese down a hill.



Festival Facts
Where: England
When: May



They have to race after the cheese.
The first person to the bottom of the hill wins the cheese.

4/5 of 24

?

🔍

✎

🗨

Why do people go to the Tomato Festival?
Choose a word to complete the sentence.

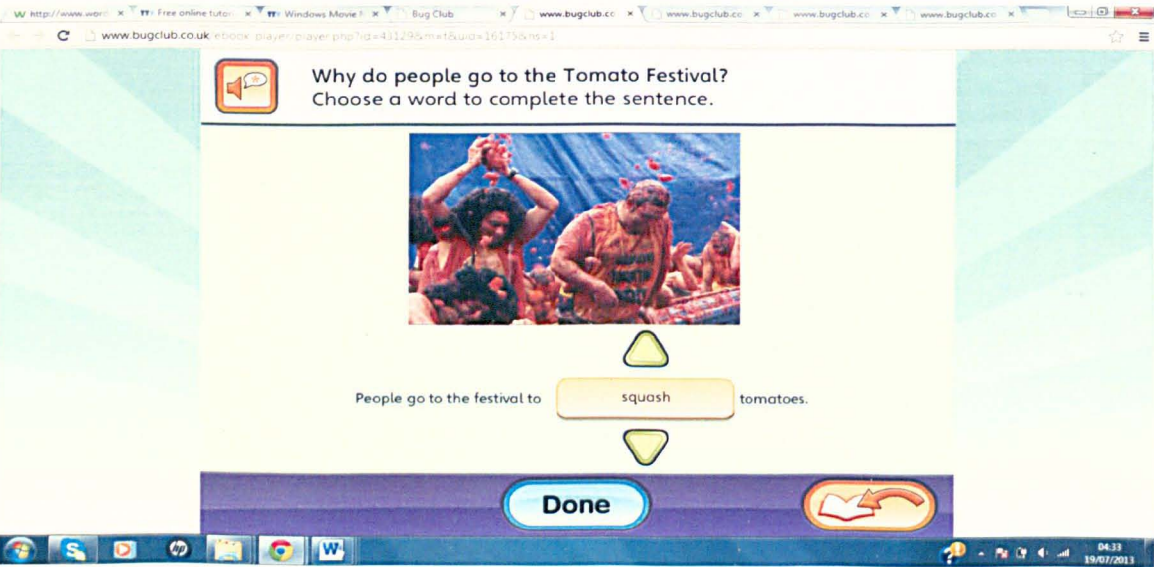
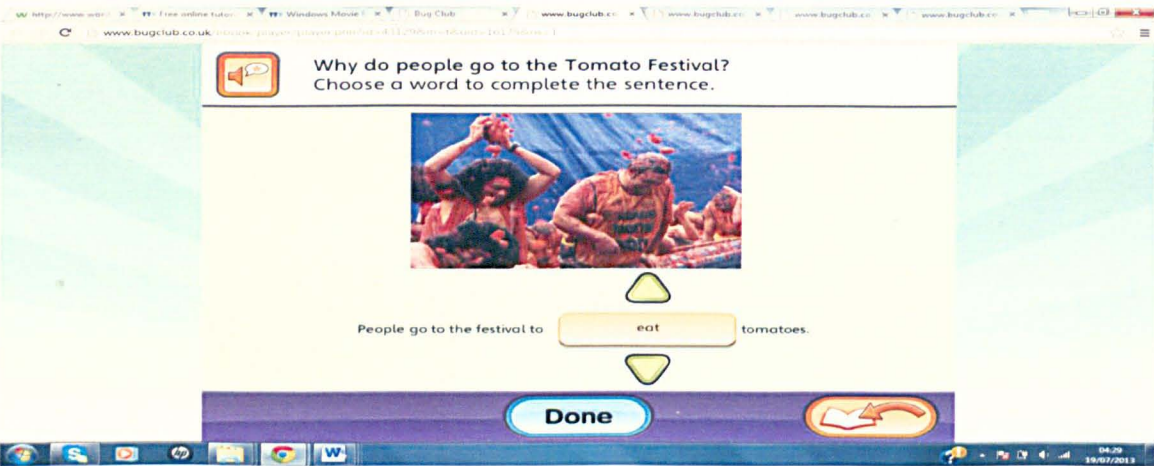
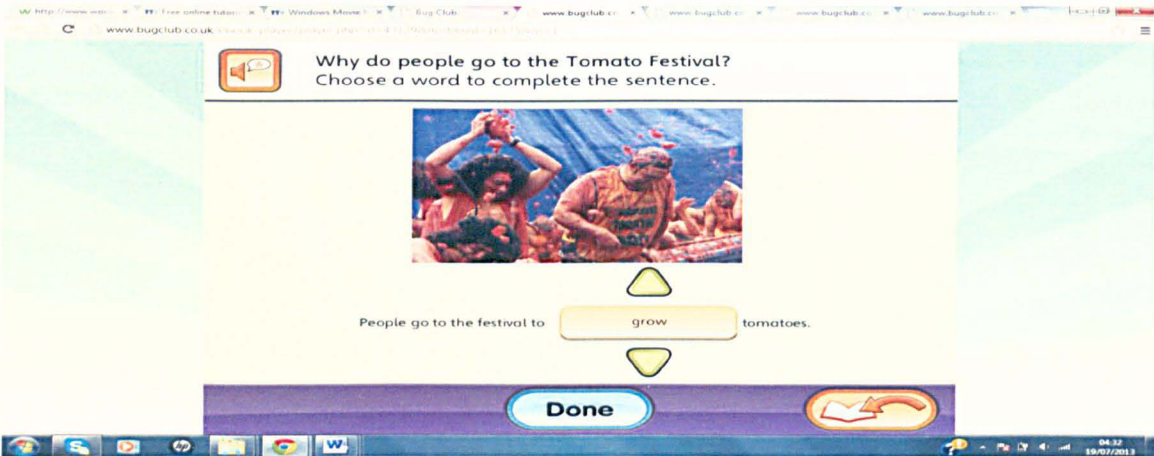


People go to the festival to tomatoes.

Done


📖


301



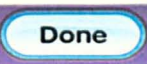

W http://www.web... Free online tutor... Windows Movie... Bug Club... www.bugclub.co... www.bugclub.co... www.bugclub.co... www.bugclub.co... www.bugclub.co...

www.bugclub.co.uk embed-player/player.php?ut=431279&met&uid=16175&nks=1

 Why do people go to the Tomato Festival?
Choose a word to complete the sentence.




People go to the festival to tomatoes.


 

04:34 19/07/2013



W http://www.web... Free online tutor... Windows Movie... Bug Club... www.bugclub.co... www.bugclub.co... www.bugclub.co... www.bugclub.co... www.bugclub.co...

www.bugclub.co.uk embed-player/player.php?ut=431279&met&uid=16175&nks=1

 Why do people go to the Tomato Festival?
Choose a word to complete the sentence.



People go to the festival to tomatoes.


 

04:34 19/07/2013


W http://www.web... Free online tutor... Windows Movie... Bug Club... www.bugclub.co... www.bugclub.co... www.bugclub.co... www.bugclub.co... www.bugclub.co...

www.bugclub.co.uk embed-player/player.php?ut=431279&met&uid=16175&nks=1



Mud Festival
This is the Mud Festival.
The mud is good for your skin.



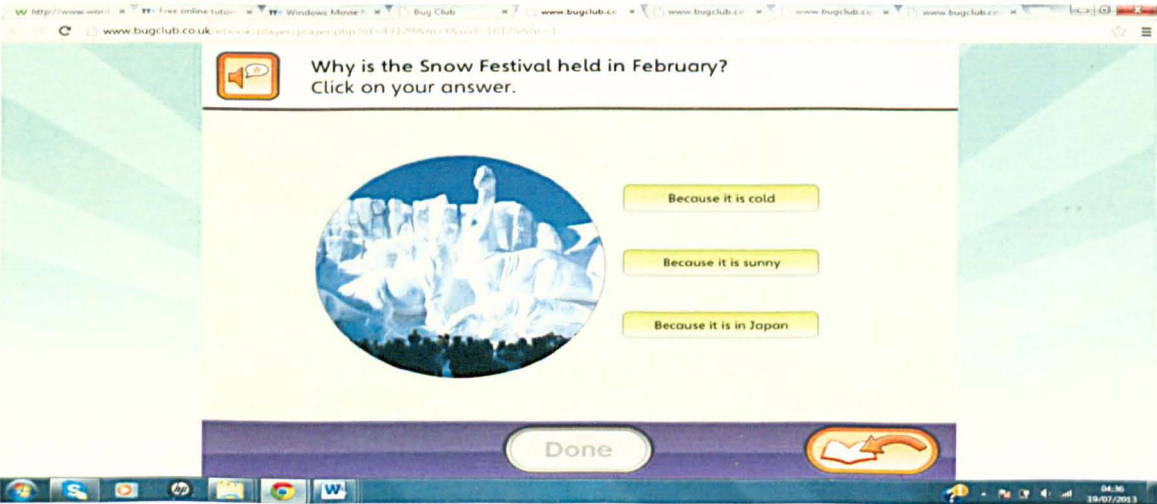
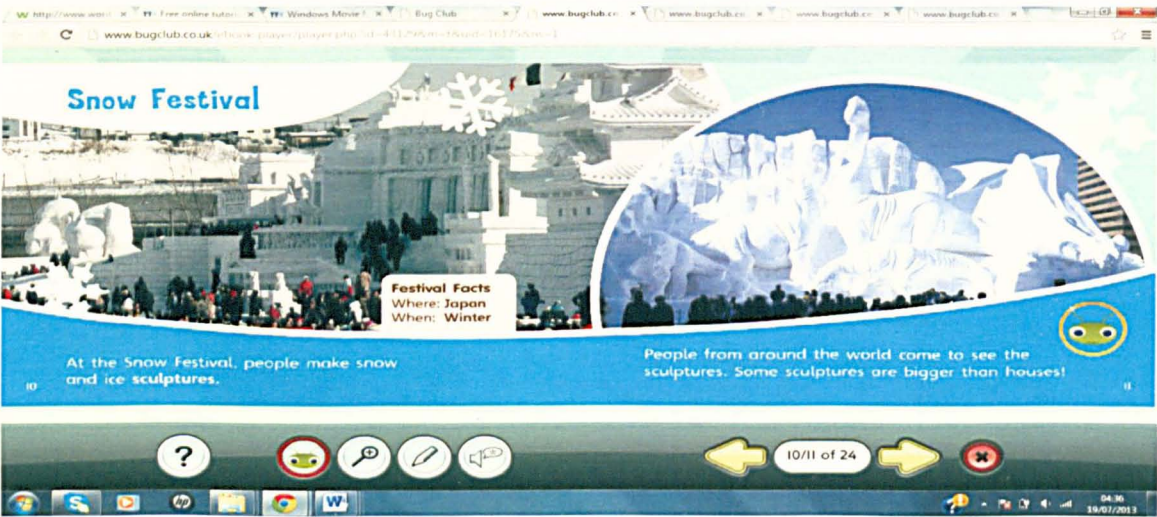
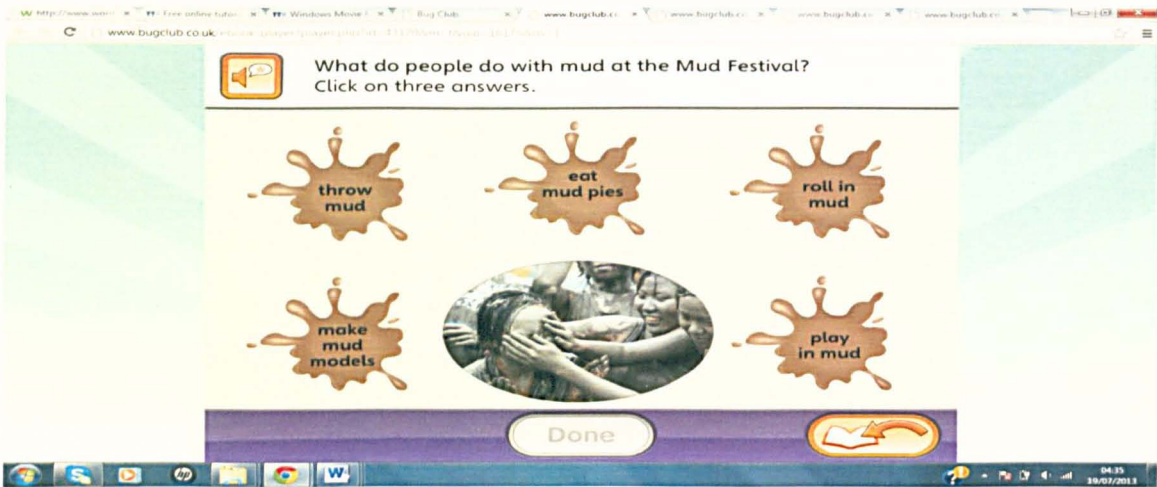
Festival Facts
Where: South Korea
When: Summer

 **YUCK!**

People play in mud pools. People roll in mud pits. People throw mud. Two million muddy people take part.

 8/9 of 24 

04:34 19/07/2013



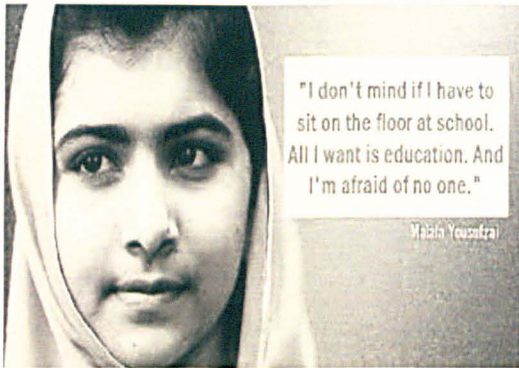
<http://www.bugclub.co.uk/ebook-player/player.php?id=43129&m=t&uid=16175&ns=1>

Appendix D/2 Reading Task Malala's Story

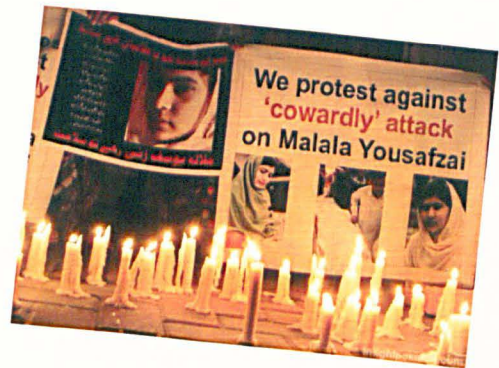
**Malala Yousufzai, 14-Year-Old Activist, Shot in School Attack in Swat Valley**

Malala Yousufzai, a 14-year-old rights activist, was shot in the head Tuesday while leaving school in northwest Pakistan's Swat Valley.

A bullet penetrated Malala's skull but missed her brain, doctors told Agence France-Presse. Malala's were not life-threatening, the Associated Press reported. She is said to be in stable condition at the Saidu Sharif Medical Complex in Mingora, the main town in the region. The BBC reported that the Pakistani Taliban has claimed responsibility for the attack.



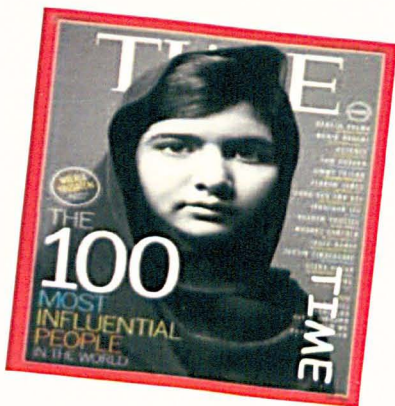
Malala has campaigned for girls' education, and was



honoured for her work in documenting Taliban oppression in the Swat Valley

According to Dawn News, she received Pakistan's inaugural National Peace Award, and was nominated for the International Children's Peace Prize in 2011.

Malala, under the pen name Gul Makai, wrote a diary for BBC Urdu about life in the Swat under Taliban control. She was criticizing Taliban's activities and their pressure on school girls not to attend to schools.



Details of the school attack remain unclear. According to the AP, a bearded man approached a van as it prepared to leave the school, and asked which one of the girls was Malala before opening fire, injuring Malala and another girl.

The BBC reported that gunmen opened fire on the schoolgirls as they prepared to board a van or bus. Reuters said two girls in addition to Malala were injured. The

following speech made by Malala at the UN:

"Dear sisters and brothers, we realise the importance of light when we see darkness. We realise the importance of our voice when we are silenced." she said, "We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world."

Stage 3 (drop box)

Answer the following questions about the reading text by highlighting the correct option in Red. (You may highlight more than one option for some of the questions)

1) What is the theme of the reading text?

a) Malala's fight for children education, b) Malala wants to be a teacher, c) Malala's birthday

2) Why was Malala shot?

a) He did not like her, b) Because she was criticizing Taliban activities, c) Because her family and the terrorist have argued

3) What is Malala afraid of?

a) She is afraid of the Taliban, b) She is afraid of to die, c) She is afraid of no one

4) What was Malala nominated for the International Children's Peace Prize in 2011?

a) For being very successful at school, b) For being very brave, c) For supporting Taliban

5) Why is Malala's photo on the cover of TIME Magazine in the reading text?

a) Because she is a very powerful girl, b) She owns the magazine, c) She is an artist

6) Which name does Malala use to write a diary for the BBC about Taliban control in Swat?

a) Malala, b) Mahatma Gandhi, c) Gul Makai

7) Did the Taliban manage to silence her?

a) Yes, they did, b) Not sure, c) No, they couldn't stop her

8) Who supported Malala during her recovery from her injuries?

a) Women's organizations all over the world, b) Her friends and relatives in Pakistan,

c) International press

Appendix D/3 Women's Football



Heart of Turkish women's football beats in Germany

<http://www.youtube.com/watch?v=A85rKeLbleU>
(VIDEO=Goals from Turkey and Spain women match and interview with the football club manager).

For fans of Germany's Cologne football club, there are two female stars in their women's team. Bilgin



Defterli, who wears jersey No. 9 for her national team in Turkey, has been playing in Germany for seven years. She started playing football with boys on the streets. Bilgin is an outstanding representative of Turkish football player abroad.

More importantly, she has a huge responsibility on her shoulders: shaping women's football in Turkey. Since women still play the beautiful game on the amateur level in Turkey and female footballers are mostly undervalued, the national team has to rely on immigrant of Turkish descent. That is where Bilgin's duty begins. She is responsible for discovering young and talented female footballers of Turkish origin outside the country. She has helped the national team gain over 25 footballers thus far. Bilgin has held two training camps in Germany as part of her duty and gathered young women who want to play for Turkey in all age groups, from the junior to the senior team. During the camps, trainers from Turkey watched the players and chose the best among them to invite to the national team.

"Girls who were born abroad and learnt to play football outside of the country also want to play for the Turkish national team," she told Sunday's Zaman. The Turkish national team features 10 female footballers who come from abroad. According to Bilgin, women's football has very basic problems in Turkey, including a league scheduled, which is constantly delayed by a lack of readiness and motivation, so our friends who play in Turkey come to the national team without any training and naturally you lose. In the last national game, the Turkish team lost against Spain 10-1.

Stage 3

Answer the following questions about the reading text by highlighting the correct option in red. (You may underline more than one option)

- 1) What is the main theme of the reading paragraph?
 - a) Turkish men's football,
 - b) Turkish women's national football team's problems,
 - c) Turkey versus Spain football match

- 2) What is the writer's primary purpose?
 - a) To help women's football in Turkey,
 - b) To point out the problems of women's football in Turkey,
 - c) To show the reader that women shouldn't play football in Turkey

- 3) Why is women's football not very popular in Turkey?
 - a) Because women don't like football,
 - b) Because it is a male game,
 - c) Because it is undervalued

- 4) Where do the majority of women football players come from?
 - a) From Istanbul,
 - b) From other cities in Turkey,
 - c) From abroad such as Germany

- 5) What does Bilgin Defterli do for the Turkish women's football national club?
 - a) She finds women football players abroad,
 - b) She holds training camps,
 - c) She is the manager

6) What are the problems for women's football in Turkey?

- a) Not enough training,
- b) League schedule,
- c) Financial problems

7) Why may the position of women's football not be improved in Turkey?

- a) Parental factors,
- b) Attitude of the Turkish Football Federation,
- c) Cultural and Religious factors?

8) How can women's football be improved in Turkey?

- a) By respecting the women,
- b) By supporting women playing football,
- c) By encouraging more women to play football

APPENDIX E INITIAL STUDY

Appendix E/1a Pre- task questionnaire

Dear students,

As you know, the Turkish Ministry of Education has decided to issue an e-pad to every student in Anatolian High School. This is a questionnaire to find out your views about learning English, technology, the introduction and use of e-pads in your school and how you think they may affect the way you study and improve your reading skills in English. I will contact you again in a few months' time to find out about your experience with the e-pads. I am carrying out this survey as part of my Doctorate in Education programme and I would like to thank you, in advance, for your cooperation. Your answers to the questionnaire will be used for academic purposes only and will be kept confidential and the results will be presented in my research in such a way that no individuals can be identified. Kindly note that by completing this questionnaire, you agree to allow the data to be used by me, Kasım Koruyan, for research purposes.

INSTRUCTIONS:

Please indicate your answers by circling the appropriate number or letter against each statement.

Make sure you complete the personal information first.

PERSONAL INFORMATION:

Age:

Gender: Male/Female

How long have you been studying English?years

Do you have any experience of an e-pad touch, or similar device?

Circle the answer which is most appropriate for you. There are no right or wrong answers!

1.	Do you have experience with e-pad touch?	Yes	No
2.	I have seen an e-pad touch but not used it	Yes	No
3.	I often use an e-pad touch but don't own it	Yes	No
4.	I own an e-pad	Yes	No
5.	Do you have computer access at home?	Yes	No
6.	If yes, what types of computer do you or your parents have	PC	Laptop

7. How good are your computer skills?

1) Very good 2) Good 3) Not bad 4) Poor 5) Very Poor

8. How often do you use the Internet?

1) Every day 2) once or twice a week 3) once a month 4) never

9. Do you use Mobile phones? 1) Yes 2) No

10. If yes, do you use it for: (you can circle more than one option)

1) Looking up information, 2) texting, 3) chatting, 4) playing games, 5) e-mailing 6) taking photos 7) other, please specify: ...

11. If you use it to look up information, what sort of things do you look up?

1) Lesson-related (e.g. geography) 2) general information (e.g. health) 3) please specify: ...

12. If you play games online, do you play them on your:

- 1) Mobile phone 2) Computer 3) both**

13. What sort of games do you play? (You can circle more than one option)

- 1) Football 2) chess 3) solitaire (card) 4) tavla 5) car race 6) please specify:..**

14. When you play the games, do you read the instruction in English? 1) Yes 2) No

15. Do you use MSN Messenger, Facebook or Skype or similar tools to chat with other people such as friends? 1) Yes 2) No

16. Do you contact people from another country through the Internet? 1) Yes 2) No

17. If so, in what language do you communicate? 1) Turkish 2) Other:...

18. Do you use English apps (e.g. Skype)? 1) Yes 2) No

19. What kind of apps do you use and for what purpose?.....

20. Do you watch films on the Internet? 1) Yes 2) No

21. If your answer to question 20 was “yes”, do you watch the films on your own (you can circle more than one option):

- 1) PC 2) laptop 3) mobile phone**

22. If so, do you watch them in English? 1) Yes 2) No

23. Do you watch them in Turkish? 1) Yes 2) No

24. Do you listen to songs on Internet? 1) Yes 2) No

If yes, in English or in other language?.....

25. If you listen to songs in English, do you look at their lyrics on the screen? 1) Yes 2) No

Circle the answer which is most appropriate for you. There are no right or wrong answers!

26. What do you consider your level of fluency in Reading English to be:				
excellent	above average	average	weak	

1= every day	2= 3 or 4 times a week	3= once a week	4= once a month	5= never
---------------------	-------------------------------	-----------------------	------------------------	-----------------

27.	How often do you read in Turkish for pleasure?	1	2	3	4	5
28.	How often do you read in English for pleasure?	1	2	3	4	5
29.	How often do you read in Turkish for study purposes?	1	2	3	4	5
30.	How often do you read in English for study purposes?	1	2	3	4	5

31.	Do you read English on the Internet (e.g. in Facebook, Twitter, Wikipedia).	Yes	No
32.	Do you think you will read more English if you use an e-pad in the classroom?	Yes	No
33.	Do you think you will put more effort into reading English if you use an e-pad in the classroom?	Yes	No
34.	Do you think you will spend more time reading English if you use e-pad in the classroom?	Yes	No

35. What do you think would encourage you to read more in English? (you can circle more than one option)

- a) more guidance from the teacher
- b) different media (e.g. computer or video-based materials)
- c) more interesting material
- d) more free time
- e) using e-pad
- f) other:

36. What do you expect to gain from your English lessons? (you can circle more than one option)

- a) to improve general English
- b) to improve reading skills in English
- c) to improve speaking skills in English
- d) to get a qualification
- e) nothing
- f) other:

37. Do you find reading in English interesting? 1) Yes 2) No

38. What do you read?

.....

39. Do you read in English because your teachers ask you to do so, or because you want to?

.....

Circle the answer which is most appropriate for you. There are no right or wrong answers!

1) Strongly disagree	2) Disagree	3) Not sure	4) Agree	5) Strongly agree
----------------------	-------------	-------------	----------	-------------------

40.	If reading texts are related to my real life experience, I will be more interested in doing tasks and activities than the ones not related	1	2	3	4	5
41.	If reading texts are related to my real life experience, I will put more efforts in doing tasks and activities than the ones not related	1	2	3	4	5
42.	Learning English will help me to become a new person.	1	2	3	4	5
43.	I really enjoy learning English.	1	2	3	4	5
44.	English is an important part of the school program.	1	2	3	4	5
45.	I plan to learn as much English as possible.	1	2	3	4	5

46.	I always look forward to English classes	1	2	3	4	5
47.	I would rather spend my time on subjects other than English	1	2	3	4	5
48.	Learning English is a waste of time.	1	2	3	4	5
49.	When I leave school, I shall give up the study of English entirely because I am not interested in it.	1	2	3	4	5
50.	Learning English is important to me because I would like to use it while travelling and meeting other people abroad in the future.	1	2	3	4	5
51.	Learning English will help me to meet foreigners with whom I can speak English and with whom I can make friends in holiday places in Turkey.	1	2	3	4	5
52.	I would like meeting people from English-speaking countries in the future.	1	2	3	4	5
53.	Learning English is important to me because without it one cannot be successful in any field.	1	2	3	4	5
54.	I study English because it will have financial benefits for me.	1	2	3	4	5
55.	If I fail to learn English, I will be letting other people (e.g. my family) down.	1	2	3	4	5
56.	The things I want to do in the future require me to speak English.	1	2	3	4	5
57.	When I think about my future, it is important that I use English	1	2	3	4	5

58. Are you happy that you will use e-pad for your language learning? 1) Yes 2) No

59. Do you think you are well prepared for the use of an e-pad? 1) Yes 2) No

60. Could you explain your answer to question 59 please (why you circled 'yes' or 'no')?

Thank you for completing the questionnaire!

Please write your name here if you are willing to be interviewed!

Appendix E/1b Pre- task questionnaire Turkish version

Sevgili Öğrenci,

Bildiğiniz gibi, Milli Eğitim Bakanlığı, Anadolu liselerindeki her öğrenciye bir adet tablet bilgisayar dağıtmaya karar verdi. Bu anket, İngilizce öğrenimi, teknoloji, okulunuzda sizlere dağıtılan tablet bilgisayarların tanıtımı ve kullanımı hakkındaki görüşlerinizi ve bunların çalışmalarınızı nasıl etkilediğini ve İngilizce okuma becerinizi ne kadar geliştirdiğini ortaya çıkarmak için hazırlanan bir ankettir. Bu anketi doktora eğitim programımın bir parçası olarak yapıyorum ve sizlere önceden yapacağınız işbirliğinden dolayı teşekkür etmek istiyorum. Sizin ankete vereceğiniz cevaplar sadece akademik amaçlar için kullanılacaktır ve gizli tutulacaktır. Ayrıca araştırma sonucunda hiçbir bireyin kimliği açıklanmayacaktır. Bu anketi cevapladığınız zaman burada vermiş olduğunuz bilgilerin araştırma amacıyla Kasım Koruyan tarafından kullanılacağını kabul ettiğinizi lütfen unutmayın.

TALİMATLAR:

Lütfen cevaplarınızı uygun numaralı veya alfabetik şıkkı yuvarlak içine alarak işaretleyiniz.

Lütfen tüm kişisel bilgileri doldurarak başlayınız.

KİŞİSEL BİLGİLER:

Yaş:

Cinsiyet: Erkek/Bayan

İngilizce'yi ne zamandan beri öğreniyorsunuz?yıl

Tablet ve benzeri cihazla herhangi bir deneyiminiz var mı?

Size göre en uygun cevabı daire içine alın. Doğru veya yanlış cevap yoktur!

1.	Tablet bilgisayarla herhangi bir deneyimin var mı?	Evet	Hayır
2.	Tablet bilgisayar gördüm ama kullanmadım	Evet	Hayır
3.	Sık sık tablet bilgisayar kullanırım ama ona sahip değilim	Evet	Hayır
4.	Tablet bilgisayarın var	Evet	Hayır
5.	Sen veya ailen herhangi bir bilgisayara sahip misiniz?	Evet	Hayır
6.	Evet ise, ne tür bir bilgisayara sahipsiniz?	Masa üstü	Diz üstü

7. Bilgisayar becerilerin ne kadar iyi?

1) çok iyi 2) iyi 3) Fena değil 4) Zayıf 5) çok zayıf

8. Ne kadar sıklıkla internet kullanıyorsun?

1) Her gün 2) Haftada bir veya iki defa 3) Ayda bir 4) Hiç

9. Cep telefonu kullanıyor musun? 1) Evet 2) Hayır

10. Evet ise ne amaçla kullanıyorsun: (Birden fazla şıkkı daire içine alabilirsin)

1) bilgi edinmek için, 2) kısa mesaj, 3) sohbet, 4) oyun oynamak, 5) email 6) fotoğraf çekmek için

7) diğer, lütfen belirtiniz:.....

11. Eğer bilgi edinmek için kullanıyorsan, ne tür bir bilgi?

1) dersle ilgili (örneğin; coğrafya) 2) genel bilgi (örneğin; Sağlık) 3) diğer lütfen belirtiniz:....

12. Eğer online oyun oynuyorsan, oyunları nerde oynuyorsun:

- 1) Cep telefonunda 2) Bilgisayarda 3) her ikisinde

13. Ne tür oyun oynuyorsun? (Birden fazla şıkkı daire içine alabilirsin)

- 1) Futbol 2) satranç 3) kart oyunları 4) tavla 5) araba yarışları 6) diğer lütfen belirtiniz:.....

14. Oyun oynarken talimatları İngilizce mi okuyorsun? 1) Evet 2) Hayır

15. Hiç başka insanlarla, (örneğin arkadaşlarınla) sohbet etmek için MSN Messenger,

Facebook ya da Skype kullanıyor musun? 1) Evet 2) Hayır

16. İnternet üzerinden farklı ülkeden kişilerle irtibat kuruyor musun? 1) Evet 2) Hayır

17. Evet ise hangi dilde konuşuyorsunuz? 1) Türkçe 2) diğer:.....

18. İngilizce sohbet programlarını (Skype gibi) kullanıyormusun? 1) Evet 2) Hayır

19. Ne tür uygulamalar kullanıyorsun ve hangi amaçla?.....

20. İnternette film izliyor musun? 1) Evet 2) Hayır

21. 20. soru “evet” ise, filmleri nerede izliyorsun? (birden fazla şıkkı daire içine alabilirsin)

- 1) Masa üstü bilgisayar 2) Diz üstü bilgisayar 3) Cep telefonu

22. 20. soru “evet” ise, filmleri İngilizce mi izliyorsun? 1) Evet 2) Hayır

23. Filmleri Türkçe mi izliyorsun? 1) Evet 2) Hayır

24. İnternette müzik dinliyor musun? 1) Evet 2) Hayır

Evet ise, İngilizce mi yoksa başka bir dilde mi dinliyorsun? Lütfen belirtiniz:

.....

25. İngilizce müzik dinliyorsan, sözcük anlamlarına internetten mi bakıyorsun?

- 1) Evet 2) Hayır

Size göre en uygun cevabı daire içine alın. Doğru veya yanlış cevap yoktur!

26. Sana göre İngilizce Okumada akıcılık düzeyin nedir:				
mükemmel	ortalamanın üzerinde	ortalama	zayıf	

1= her gün	2= haftada 3 veya 4 kez	3= haftada bir kez	4=ayda bir defa	5= hiçbir zaman
------------	----------------------------	-----------------------	--------------------	--------------------

27.	Ne sıklıkla zevk için Türkçe okuyorsun?	1	2	3	4	5
28.	Ne sıklıkla zevk için İngilizce okuyorsun?	1	2	3	4	5
29.	Ne sıklıkla derslerin için Türkçe okuyorsun?	1	2	3	4	5
30.	Ne sıklıkla derslerin için İngilizce okuyorsun?	1	2	3	4	5

31.	İnternette (örneğin, Facebook, Twitter, Wikipedia) Türkçe okur musun?	Evet	Hayır
32.	Eğer sınıfta tablet bilgisayar kullanırsan daha fazla İngilizce okuyacağını düşünüyor musun?	Evet	Hayır
33.	Eğer sınıfta tablet bilgisayar kullanırsan İngilizce okumak için daha fazla çaba harcayacağını düşünüyor musun?	Evet	Hayır
34.	Eğer sınıfta tablet bilgisayar kullanırsan İngilizce okumak için daha fazla zaman harcayacağını düşünüyor musun?	Evet	Hayır

35. Sence aşağıdakilerden hangisi seni daha fazla İngilizce okumaya teşvik eder? (Birden fazla secenegi işaretleyebilirsiniz)

- a) öğretmenin daha fazla rehberlik etmesi
- b) farklı iletişim araçları (örneğin bilgisayar veya video)
- c) daha ilginç araç ve gereçler
- d) daha fazla boş zaman

e) tablet bilgisayar kullanmak

f) diğ er:.....

36. İngilizce derslerinden ne tur kazanmımlar elde etmeyi bekliyorsun? ? (Birden fazla secenegi işaretleyebilirsiniz)

a) genel İngilizceyi geliřtirmek

b) İngilizce okuma becerilerini geliřtirmek

c) İngilizce konuřma becerilerini geliřtirmek

d) Bir sertifika elde etmek

e) hiçbir řey

f) diğ er:

37. İngilizce okumayı ilginç buluyor musun? 1) Evet 2) Hayır

38. Ne okuyorsun?.....

39. Öğretmenin sana söylediğ i için mi İngilizce okuyorsun, yoksa sen istediğ in için mi?

.....

Ařağ ıdaki ifadeleri okuyun ve size en uygun cevabı daire içine alın. Yanlıř veya doğ ru cevap yoktur!

1) Kesinlikle Katılmıyorum	2) Katılmıyorum	3) Emin degilim	4) Katılıyorum	5) Kesinlikle Katılıyorum
----------------------------	-----------------	-----------------	----------------	---------------------------

40.	Okuma metinleri benim gerç ek yař am deneyimiyle alakalı ise, konu ile ilgili olmayan metinlerden daha fazla alıř tırma ve aktivite yapmaya ilgi duyacağ ım	1	2	3	4	5
41.	Okuma metinleri benim gerç ek yař am deneyimiyle alakalı ise, konu ile ilgili olmayan metinlerden daha fazla alıř tırma ve aktivite yapmaya ç aba sarfedeceğ im	1	2	3	4	5
42.	İ ngilizce öğrenmek bana yeni bir kimlik kazanmamda yardımcı	1	2	3	4	5

	olacaktır.					
43.	İngilizce öğrenmekten gerçekten hoşlanırım	1	2	3	4	5
44.	İngilizce okul programının önemli bir parçasıdır.	1	2	3	4	5
45.	Mümkün olduğu kadar İngilizce öğrenmeyi planlıyorum.	1	2	3	4	5
46.	İngilizce derslerini her zaman dört gözle beklerim	1	2	3	4	5
47.	İngilizce öğrenme yerine zamanımı diğer derslere harcamayı tercih ederim	1	2	3	4	5
48.	İngilizce öğrenmek vakit kaybıdır	1	2	3	4	5
49.	Okuldan ayrılınca İngilizce çalışmayı tamamen bırakacam, çünkü ona ilgim yok.	1	2	3	4	5
50.	İngilizce öğrenmek benim için çok önemli çünkü ileride yurt dışına seyahat ederken ve farklı dilden insanlarla tanışırken İngilizceyi kullanmak istiyorum	1	2	3	4	5
51.	İngilizce öğrenmek bana Türkiye'de tatil yerlerinde İngilizce konuşup, arkadaşlık yapabileceğim yabancılarla tanışmam için yardımcı olacaktır.	1	2	3	4	5
52.	İleride İngilizce konuşulan ülkelerden gelen insanlarla tanışmak istiyorum.	1	2	3	4	5
53.	İngilizce öğrenmek benim için önemlidir çünkü kimse onsuz herhangi bir alanda başarılı olamaz	1	2	3	4	5
54.	İngilizce öğreniyorum çünkü bana finansal açıdan yararları olacaktır.	1	2	3	4	5
55.	İngilizce'den başarısız olursam, diğer insanları (ailem gibi) hayal kırıklığına uğratmış olurum.	1	2	3	4	5
56.	İleride yapmak istediğim şeyler, bana İngilizce konuşmamı	1	2	3	4	5

	gerektirir					
57.	Geleceğimi düşündüğüm zaman, İngilizce kullanmam önemlidir	1	2	3	4	5

58. Dil öğrenimin için tablet bilgisayar kullanacağın için mutlu musun? 1) Evet 2) Hayır

59 Tablet bilgisayar kullanımı için iyi hazırlandığını düşünüyor musunuz? 1) Evet 2) Hayır

60. 59. soruya verdigin cevabi açıklklayabilir misin lütfen (Neden 'evet' ya da 'hayır')?

.....

Anketi doldurduğun için teşekkür ederim!

Yukarıdaki sorularla ilgili röportaj yapmak için istekliysen buraya ismini yaz lütfen!

Appendix E/2a Post- task questionnaire

Dear student,

Now that you have been using an e-pad for your studies for a few months, I would like to find out your views about learning English and your experience with the e-pads in school. I am interested in whether you think they have changed the way you study and your reading skills in English in particular. I am carrying out this survey as part of my Doctorate in Education programme and I would like to thank you, in advance, for your cooperation. Your answers to the questionnaire will be used for academic purposes only and will be kept confidential and the results will be presented in my research in such a way that no individuals can be identified. Kindly note that by completing this questionnaire, you agree to allow the data to be used by me, Kasım Koruyan, for research purposes.

INSTRUCTIONS:

Please indicate your answers by circling the appropriate number or letter against each statement. Make sure you complete the personal information first.

PERSONAL INFORMATION:

Age:

Gender: Male/Female

How long have you been studying English?years

Note: Some time ago you completed an initial questionnaire and I like you now please to give an update on your answers which will reflect your experience learning English through using the e-pad in the meantime.

Circle the answer which is most appropriate for you. There are no right or wrong answers!

1) Strongly disagree	2) Disagree	3) Not sure	4) Agree	5) Strongly agree
----------------------	-------------	-------------	----------	-------------------

1	Learning English will help me to become a new person.	1	2	3	4	5
2	I am really enjoying learning English through using the e-pad.	1	2	3	4	5
3	English is an important part of the school program.	1	2	3	4	5
4	Learning English is more fun with the use of e-pad.	1	2	3	4	5
5	I felt very satisfied when I was in the process of searching online on "the UK wedding".	1	2	3	4	5
6	I felt very satisfied when I found information on "the UK wedding"	1	2	3	4	5
7	I felt very satisfied when I presented my part.	1	2	3	4	5
8	I was very happy to work with my group.	1	2	3	4	5
9	Activities through e-pad tablets give more pleasure in learning English.	1	2	3	4	5
10	I felt very motivated when I was reading the text and doing the activities through using the e-pad. If you felt motivated, name one factor that you found motivating:-----	1	2	3	4	5
11	I have been spending more time reading English since the use of e-pad in the class.	1	2	3	4	5
12	Using an e-pad makes no difference to reading English	1	2	3	4	5
13	I felt less motivated when I was reading the text and doing the activities through using the e-pad. If you felt less motivated, name one factor that you found demotivating: -----	1	2	3	4	5

14	I plan to make the most use of the e-pad in learning as much English as possible.	1	2	3	4	5
15	I was very interested in the values and customs of other culture when I found information through searching online.	1	2	3	4	5
16	I am now looking forward to English classes.	1	2	3	4	5
17	I would rather spend my time on subjects other than English	1	2	3	4	5
18	Learning English is a waste of time.	1	2	3	4	5
19	I had difficulties at the beginning but now I am used to the e-pad and it is improving my English.	1	2	3	4	5
20	It was nice to see what my friends achieved in short period of time.	1	2	3	4	5
21	I like doing research to find some materials by using the e-pad.	1	2	3	4	5
22	Learning English is important to me because without it one cannot be successful in any field.	1	2	3	4	5
23	The things I want to do in the future require me to use English	1	2	3	4	5
24	My parents encourage me to take every opportunity to use my English (e.g. reading).	1	2	3	4	5
25	Working together gives me opportunity to interact and share my ideas with others and I like it.	1	2	3	4	5
26	I believe that with the help of the e-pad, I have taken a few steps in learning English on my own.	1	2	3	4	5
27	It was a useful experience to search online and find information for the UK wedding then present it to the class as a group.	1	2	3	4	5
28	It was really nice to produce something on my own	1	2	3	4	5
29	I began to improve on my own through further practice activities by using the e-pad	1	2	3	4	5
30	It was difficult to take the responsibility of presenting my part in the class but I am used to it now and I am willing to do more this way.	1	2	3	4	5
31	I did not like working with others	1	2	3	4	5
32	Working together and sharing ideas help my language learning	1	2	3	4	5

	progress positively.					
33	I feel that my English has improved since the use of e-pad	1	2	3	4	5
34	Group studies increase interaction between students which positively affect my English learning	1	2	3	4	5
35	The most important part of learning English in this class is we learn by doing	1	2	3	4	5
36	I am confident now to be able to take some responsibilities for my own learning like I did in the reading task 7.	1	2	3	4	5
37	I feel that the level of my reading skills is increasing	1	2	3	4	5

Circle the answer which is most appropriate for you. There are no right or wrong answers!

38. What do you consider your level of fluency in Reading English to be now:				
excellent	above average	average	weak	

1= every day		2= 3 or 4 times a week		3= once a week		4=once a month		5= never			
39	How often do you read in English for pleasure?						1	2	3	4	5
40	How often do you read in English for study purposes?						1	2	3	4	5

41. How helpful have you found using the e-pad for learning English?		
not helpful	helpful	very helpful
1	2	3

42. How helpful have using the e-pad been in improving your reading skills?		
not helpful	helpful	very helpful
1	2	3

43. What do you think now would encourage you more to read more in English? (you can circle more than one option)

- a) more guidance from the teacher
- b) different media (e.g. computer or video-based materials)
- c) more interesting material
- d) more free time
- e) using the e-pad
- f) other:

44. What difference do you think using the e-pad has made to learning English so far?

.....

Now think about the English lesson on the topic of “wedding traditions” which you attended in December and answer the following questions about the lesson. Please read the questions carefully before you answer and circle ONE number only in your answer.

45. What do you think about the length of the reading text?				
Too short	short	right length	long	too long
1	2	3	4	5

46. How difficult/easy did you find the reading text?				
very difficult	difficult	moderate	easy	very easy
1	2	3	4	5

47. Were the activities (YouTube clips, wedding pictures on the smart-board etc.) helpful in understanding the content of the lesson before you started to read the text?		
not helpful	helpful	very helpful
1	2	3
Could you explain your answer to question 47 please?		

48. How helpful were the instructions displayed on the smart-board while you carried out the reading activities on “weddings traditions” with the e-pad in terms of clarity?

not helpful	helpful	very helpful
1	2	3

49. Were there many words you did not understand while reading?

no	few	many	very many
1	2	3	4

50. What did you do to find out the meaning of the unknown words? Write your answer below.

51. How interesting did you find the topic of the reading text?

not interesting	interesting	very interesting
1	2	3

Could you explain your answer to question 51 please?

52. How useful were the exercises (scanning the text to find out country names, choosing the correct final sentence for each paragraph, true-false activity, comprehension questions and group presentation) in understanding the text?

not useful	useful	very useful
1	2	3

Could you explain your answer to question 52 please?

53. How useful was the preparation of the group presentation in improving your reading skills?

not useful	useful	very useful
1	2	3

Could you explain your answer to question 53 please?

54. How useful was the preparation of the group presentation in improving your skills at researching information?		
not useful	useful	very useful
1	2	3
Could you explain your answer to question 54 please?		

55. What else would you like to say about the lesson on the topic of weddings?

Thank you for completing the questionnaire!

Appendix E/2b Post- task questionnaire Turkish version

Sevgili Öğrenciler,

Bir kaç aydır çalışmalarınız için tablet bilgisayar kullanıyorsunuz. İngilizce öğrenimi ve tablet bilgisayarlarla olan deneyiminiz hakkında görüşlerinizi öğrenmek istiyorum. Bu tabletlerin çalışma biçiminizi ve özellikle İngilizce okuma becerilerinizi değiştirip değiştirmediği ile ilgili görüşlerinizle ilgileniyorum. Bu anketi doktora eğitim programımın bir parçası olarak yapıyorum ve sizlere önceden yapacağınız işbirliğinden dolayı teşekkür etmek istiyorum. Sizin ankete vereceğiniz cevaplar sadece akademik amaçlar için kullanılacaktır ve gizli tutulacaktır. Ayrıca araştırma sonucunda hiçbir bireyin kimliği açıklanmayacaktır. Bu anketi cevapladığınız zaman burada vermiş olduğunuz bilgilerin araştırma amacıyla Kasım Koruyan tarafından kullanılacağını kabul ettiğinizi lütfen unutmayın

TALİMATLAR:

Lütfen cevaplarınızı uygun numaralı veya alfabetik şıkkı yuvarlak içine alarak işaretleyiniz.

Lütfen tüm kişisel bilgileri doldurarak başlayınız.

KİŞİSEL BİLGİLER:

Yaş:

Cinsiyet: Erkek/Kadın

Ne kadar süredir İngilizce öğrenmektesiniz?yıl

Not: Bir süre önce siz ilk anketi doldurmuştunuz ve şimdi ise bu arada e-pad'inizi kullanarak İngilizce öğrenmedeki deneyiminizi yansıtacak güncel cevaplarınızı almak istiyorum.

Lütfen sizin için en uygun cevabı daireye alın. Doğru veya yanlış cevap yoktur!

1) Kesinlikle Katılmıyorum		2) Katılmıyorum	3) Emin değilim	4) Katılıyorum	5) Kesinlikle Katılıyorum				
1	İngilizce öğrenmek bana yeni bir kimlik kazanmamda yardımcı olacaktır				1	2	3	4	5
2	Ben e-pad kullanarak İngilizceyi öğrenmekten zevk alıyorum				1	2	3	4	5
3	İngilizce okul programının önemli bir parçasıdır				1	2	3	4	5
4	Tablet kullanarak İngilizceyi öğrenmek daha çok eğlence demektir.				1	2	3	4	5
5	“İngiltere’de dugun” konusunu çevrimiçi araştırırken kendimi mutlu hissettim.				1	2	3	4	5
6	“İngiltere’de dugun” konusu ile karşılaştığımda kendimi çok memnun hissettim.				1	2	3	4	5
7	Kendi bölümümü sunarken çok mutlu oldum.				1	2	3	4	5
8	Grubumla çalışmak çok mutluluk vericiydi.				1	2	3	4	5
9	İngilizce öğrenmede e-pad ile aktiviteler daha fazla zevk veriyor.				1	2	3	4	5
10	Tablet kullanarak metin okuduğumda ve aktiviteleri yaptığımda kendimi çok motive olmuş hissettim. Kendini motive olmuş hissettiysen, seni motive eden bir sebep yazın: -----				1	2	3	4	5
11	Sınıfta e-pad kullanmaya başladığımdan bu yana İngilizce okumaya daha fazla zaman harcıyorum.				1	2	3	4	5
12	İngilizce okumada tablet kullanımı hiçbir değişiklik yapmıyor.				1	2	3	4	5
13	Tablet kullanarak okuma parçası okuduğumda ve aktiviteleri yaptığımda kendimi daha az motive olmuş hissettim.				1	2	3	4	5

	Kendini daha az motive olmuş hissettiysen, bunun sebeplerinden birinin adını yazın:-----					
14	Mümkün olduğu kadar çok İngilizce öğrenmek için e-pad'den en üst derecede yararlanmayı planlıyorum.	1	2	3	4	5
15	İnternette araştırma yaparken bilgisine ulaştığım diğer kültürlerin değer ve gelenekleri ilgimi çok çekti.	1	2	3	4	5
16	Şimdi İngilizce derslerini dört gözle bekliyorum.	1	2	3	4	5
17	Zamanımı İngilizceden çok diğer konular üzerinde geçirmek istiyorum.	1	2	3	4	5
18	İngilizce öğrenmek zamanı boşa harcamak demektir.	1	2	3	4	5
19	Başta zorluklar yaşadım, ancak şimdi e-pad'e alıştım ve bu araç İngilizcemi geliştiriyor.	1	2	3	4	5
20	Arkadaşlarımın bu kadar kısa sürede kazanımlarını görmek çok güzeldi.	1	2	3	4	5
21	Tablet kullanarak bazı materyalleri bulmak için araştırma yapmayı seviyorum.	1	2	3	4	5
22	İngilizceyi öğrenmek benim için önemlidir; çünkü o olmadan kişi hiçbir alanda başarılı olamaz.	1	2	3	4	5
23	Gelecekte yapmayı istediğim şeyler benim İngilizce kullanmamı gerektiriyor.	1	2	3	4	5
24	Anne ve babam İngilizceyi kullanmam için her fırsatı değerlendirmem için beni cesaretlendiriyorlar.	1	2	3	4	5
25	Birlikte çalışma fikirlerimi başkaları ile paylaşmak ve etkileşimde bulunmak için bana imkân veriyor.	1	2	3	4	5
26	E-pad yardımı ile kendi başıma İngilizce öğrenmede birkaç basamak yükseldiğime inanıyorum.	1	2	3	4	5
27	İngiltere'de düğün konusunda çevrimiçi aramak ve bilgi bulmak, daha sonra bunu sınıfta sunmak faydalı bir deneyimdi.	1	2	3	4	5
28	Kendi başıma bir şeyler üretmek gerçekten güzeldi.	1	2	3	4	5
29	Tablet kullanarak tek başıma daha ileri pratik aktivitelerde kendimi geliştirmeye başladım.	1	2	3	4	5

30	Kendi bölümümü sınıfta sunma sorumluluğunu üstlenmek zordu fakat şimdi ona alıştım ve bu yolla daha çok sunum yapmayı istiyorum.	1	2	3	4	5
31	Başkaları ile çalışmaktan hoşlanmadım.	1	2	3	4	5
32	Birlikte çalışmak ve fikirleri paylaşmak dili öğrenmemde bana olumlu katkıda bulunuyor.	1	2	3	4	5
33	Tablet'i kullandığımdan beri İngilizcemin geliştiğini hissettim.	1	2	3	4	5
34	Grup çalışmaları öğrenciler arasında etkileşimi artırmaktadır; bu da benim İngilizce öğrenmemi olumlu etkiliyor.	1	2	3	4	5
35	Bu sınıfta İngilizce öğrenmenin en önemli kısmı yaparak öğrenmemizdir.	1	2	3	4	5
36	Okuma görevi 7'de yaptığım gibi kendi başıma öğrenmede bir takım sorumluluklar üstlenebileceğim konusunda şimdi kendime güveniyorum.	1	2	3	4	5
37	Okuma beceri seviyesinin arttığını hissediyorum.	1	2	3	4	5

Sizin için en uygun cevabı daireye alın. Doğru veya yanlış cevap yoktur!

38. Şimdi İngilizce okuma akıcılığının ne seviyede olduğunu düşünüyorsun:

Mükemmel	Ortanın Üzeri	Orta	Zayıf	
----------	---------------	------	-------	--

1= her gün		2= Haftada 3 veya 4 kez		3= Haftada bir kez		4= Ayda bir kez		5= Hiç		
39	Zevk için ne sıklıkla İngilizce okuyorsun?					1	2	3	4	5
40	Çalışma amaçlıyla İngilizce okumayı ne sıklıkla yapıyorsun?					1	2	3	4	5

41. İngilizce öğrenmede e-pad kullanmak size ne kadar yardımcı oldu?

Yardımcı olmadı	Yardımcı oldu	Çok yardımcı oldu
1	2	3

42. Okuma becerilerinizi geliřtirmede e-pad kullanmak size ne kadar yardımcı oldu?

Yardımcı olmadı	Yardımcı oldu	Çok yardımcı oldu
1	2	3

43. řimdi sizin İngilizceřini okumanızı neyin daha fazla teşvik edeceęini düşünöyorsunuz? (Birden fazla seçeneęi daireye alabilirsiniz.)

- a) Öğretmenden daha fazla rehberlik
- b) Farklı ortam (Ör. Bilgisayar veya video tabanlı araçlar)
- c) Daha ilginç araçlar
- d) Daha fazla boş zaman
- e) E-pad'i kullanmak
- f) Dięeri.....

44. řimdiye kadar İngilizce öğrenmenize tablet kullanmak sizce ne gibi katkılar yaptı?

.....

řimdi Aralıkta katıldığınız “düęün gelenekleri” konusundaki İngilizce dersi hakkında düşünün ve dersle ilgili ařağıdaki soruları cevaplayın. Lütfen sorulara cevap vermeden önce, dikkatlice okuyun ve sadece bir sayıyı daireye alın.

45. Metnin uzunluęu hakkındaki düşünceğiniz nedir?

Çok kısa	Kısa	Uygun Uzunlukta	Uzun	Çok uzun
1	2	3	4	5

46. Metin okuması sana ne kadar zor/kolay geldi?

Çok zor	Zor	Orta zorlukta	Kolay	Çok Kolay
1	2	3	4	5

47. Metni okuma ile ilgili derse başlamadan önce aktiviteleri (Youtube klipleri, akıllı tahta vs.'deki düęün resimleri) içerięi anlamak için faydalı?

Faydalı Değil	Faydalı	Çok faydalı
1	2	3
Lütfen 47. Soruya cevabınızı açıklayabilir misiniz?		

48. Berraklık bağlamında tabletteki “Düğün gelenekleri” ile ilgili okuma aktivitelerini yürütürken akıllı tahtada sunulan talimatlar ne kadar faydalıydı?

Faydalı değildi	Faydalı	Çok faydalı
1	2	3

49. Okurken anlamadığınız çok sayıda kelime var mıydı?

Hayır	Çok az sayıda	Çok	Çok fazla sayıda
1	2	3	4

50. Bilinmeyen kelimelerin anlamlarını bulmak için ne yaptınız? Cevaplarınızı aşağı yazınız.

.....

51. Okuma parçasının konusunu ne kadar ilginç buldunuz?

İlginci değil	İlginci	Çok ilginç
1	2	3

Lütfen 51. Sorunun cevabını açıklayabilir misiniz?

52. Metni anlama noktasında alıştırma (ülke isimlerini bulmak için tarama yapma, her bir paragraf için doğru final cümlesini bulma, doğru-yanlış aktivitesi, anlama soruları ve grup sunumu) ne kadar faydalıydı?

Faydalı değil	Faydalı	Çok faydalı
1	2	3

Lütfen, 52. Soruyu verdiğiniz cevabı açıklayabilir misiniz?

.....

53. Grup sunum hazırlığı okuma becerilerinizin gelişmesinde ne kadar faydalı idi?		
Faydalı değil	Faydalı	Çok faydalı
1	2	3
Lütfen, 53. Soruya verdiğiniz cevabı açıklayabilir misiniz?.....		

54. Grup sunum hazırlığı araştırma bilgisi becerilerinizi geliştirmede ne kadar faydalı idi?		
Faydalı değil	Faydalı	Çok faydalı
1	2	3
Lütfen, 54. Soruya verdiğiniz cevabı açıklayabilir misiniz?		
.....		

55. Dugunler konulu ders hakkında daha başka neler söylemek istersiniz?

Anketi tamamladığınız için teşekkür ederim!

Appendix E/3a Post-task interview Schedule

Question 1:

What did you think of the activity in lesson, on the topic “weddings”?

Question 2:

What did you think of the theme of the reading text?

Question 3:

Do you like this way of learning?

Question 4:

How did you find the activities in terms of difficulty?

Question 5:

Overall how would you describe your feelings about using an e-pad tablet in carrying out the tasks on the topic “weddings”?

Question 6:

How do you feel about the way the English lesson on the topic “weddings” is given?

Question 7:

What do you think you have gained or learnt from using the e-pad tablet to learn English so far?

Question 8:

After completing the seven tasks everyone participated more in the lesson. From your perspective can you explain why?

Appendix E/3b Post-task interview Schedule Turkish Version

Soru 1:

“Dugun” konulu ders hakkında ne dusunuyorsun?

Soru 2:

Okuma parcasinin konusu hakkında ne dusunuyorsun?

Soru 3:

Bu yontemle ogrenmeyi seviyormusun?

Soru 4:

Zorluk acisindan aktiviteleri nasil buldun?

Soru 5:

“Dugun” konulu dersin aktivitelerin yapmanda tablet bilgisayarlarin kullanimi ile ilgili duygularini genel olarak izah edebilirmisin?

Soru 6:

“Dugun” konulu Ingilizce dersi ile ilgili duygularin nelerdir?

Soru 7;

Sence su ana kadar tablet bilgisayar kullanarak Ingilizce ogrenmede ne kazandin yada ogrendin?

Soru 8:

Yedinci aktiviteyi tamamladiktan sonar herkes derse daha çok katildi. Sence neden?

Appendix E/4 Lesson Plan Overview

Lesson Type: Reading (speaking integrated where necessary)

[illegible]

<p>Lead in (10 mins)</p> <p>Stage 2 Prediction</p>	<p>To create your interest in topic through using Youtube videos</p> <p>To get you to practice prediction</p>	<ul style="list-style-type: none"> Sharing my experience of Royal wedding (Prince William's and Kate') (1 min) Now we are going to watch a Royal wedding (Prince Williams and Kate) http://www.youtube.com/watch?v=oD0XUcJ9stM (2 mins) And now a traditional Scottish wedding http://www.youtube.com/watch?v=yV6M47161Fk (2 mins) 	<p>T-S</p> <p>S-S</p>	<p>Smart-board</p> <p>Smart-board</p>
<p>First reading (Stage 3) (scanning) (6mins)</p>	<p>To check whether your prediction is correct and give you practice in scanning skill.</p>	<p>Now click on the link and scan the text for country names (overall there are 7!!!) (3 mins)</p> <p>http://kkoruyan.blogspot.com/2012/12/different-wedding-traditions.html</p> <p>Once you have finished compare your answers with your partners (2 mins)</p> <p>Report back to the class [country names] (1 min)</p>	<p>S-S</p>	<p>E-pad</p> <p>Smart-board (instruction)</p>
<p>Second reading (Stage 4) (careful/close reading) (15mins)</p>	<p>To test your general comprehension</p>	<p>Now go to the drop box, grade 9/C:D task 4 and read the text in more detail.</p> <p>Decide which is the correct final sentence for each paragraph? Highlight your answering red (8 mins). If you need to look up words go to the online dictionary: http://oxforddictionaries.com/</p> <p>Once you have finished compare your answers with your partners (3 mins)</p> <p>Report back to the class (4 mins)</p>	<p>S-S</p>	<p>E-pad</p> <p>Smart-board (instruction)</p>

Stage 5 (reading for details) (10mins)	To practice understanding the details in text.	Go back to the text and decide: Are the following statements True or False? Write the correction in the open bracket [...]. and compare your answers with your partners. (7mins). Now report back to the class (3mins).	S-S	E-pad Smart-board (instruction)
Satage 6 (global comprehension) (8 mins)	To test global comprehension	Now go to <u>the drop box, grade 9/C: D Stage 6</u> and answer the questions. Highlight your answering red. You can refer back to the text if you need to. (5 mins) Once you have finished compare your answers with your partners. (2 mins) Report back to the class. (1 min) Next lesson: Look at the instruction, stage 7, below and you can prepare for the next lesson.	S-S	E-pad Smart-board (instruction)
Satage 7 (Search online to find information) Next lesson (50 mins)	To work independently and then in your group.	Now go to <u>the drop box, grade 9/C: D stage 7.</u> Look at the table that has been filled in with information about a traditional wedding in Turkey. In the next lesson, on Friday, each member of the group will search on line one section (e.g. Introduction, the bride and groom etc.) on his/her own for a traditional wedding in the United Kingdom (UK), that is in England, Wales, Scotland and Northern Ireland, and fill in the table with the information you find for the UK. (20mins) You will be presenting your findings in the class as a group. (5 mins for each group= 25 mins) You will combine the information you have found on one of the e-pad then		E-pad Smart-board (instruction) Smart-board (Presentation)

		connect the e-pad to the smart-board and each member of the group will present his/her section on the smart-board in front of the class. Feedback and discussion (5 mins)		
--	--	--	--	--

Appendix E/5 Reading Task

Read each paragraph and answer the following questions.

Customs and Traditions around the world

Noshilu:



In Kenya and Tanzania, the Maasia tribe has quite a simple wedding. The bride wears all her jewellery – lots of earrings, necklaces and bracelets. The most important necklace is the one made by the bride's mother. It's always very beautiful and sometimes it can be very long. My necklace went down to my knees! My new husband came to my family's home and walked me to his family's home. I was then given some cows as a wedding present which now belong to my husband. _____

1 Which is the correct final sentence for the above paragraph? Highlight your answer in red.

- a) She got married six months later!
- b) Why, red of course!
- c) This is to bring good luck and to stop anything bad breaking in the new home.
- d) That's it!
- e) It shows that the husband and wife are now one body and will live their life together.
- f) This red colour on the woman's forehead differentiates whether she is married or not.

Lin:

Our weddings have a lot of red because for us it's the colour of love, wealth and happiness. My wedding gown was the traditional red, and so were the invitations I sent out to our guests. The wedding gifts from my husband's family were in red baskets. Nowadays in China it's quite usual to have a video made in a park. The bride and groom give each other handkerchiefs with a picture of a duck on because ducks always stay together. And the colour of the hankies?

2 Which is the correct final sentence for the above paragraph? Highlight your answer in red.

- a) She got married six months later!
- b) Why, red of course!
- c) This is to bring good luck and to stop anything bad breaking in the new home.
- d) That's it!
- e) It shows that the husband and wife are now one body and will live their life together.
- f) This red colour on the woman's forehead differentiates whether she is married or not.

Olga:



For us it's quite normal to have two weddings. I had two weddings. The first wedding is the civil ceremony which everyone has. Then, if you want, you can have a church wedding. In Germany we also have a special evening called Polterabend. People bring old cups and plates and they throw these on the floor! This is great fun, and we make a lot of noise! Then the new couple sweep up the broken pottery together. _____

3 Which is the correct final sentence for the above paragraph? Highlight your answer in red.

- a) She got married six months later!
- b) Why, red of course!
- c) This is to bring good luck and to stop anything bad breaking in the new home.
- d) That's it!
- e) It shows that the husband and wife are now one body and will live their life together.
- f) This red colour on the woman's forehead differentiates whether she is married or not.

Manuela:



In Colombia we have a very beautiful candle ceremony. There are three candles, the bride lights the candle on her right and the groom lights the candle on his left. Then, together, the new husband and wife light the middle candle. Now there are three burning candles. Then the two candles on the left and right are blown out and the middle candle is left to burn alone. I was so happy doing this!_____

4 Which is the correct final sentence for the above paragraph? Highlight your answer in red.

- a) She got married six months later!
- b) Why, red of course!
- c) This is to bring good luck and to stop anything bad breaking in the new home.
- d) That's it!
- e) It shows that the husband and wife are now one body and will live their life together.
- f) This red colour on the woman's forehead differentiates whether she is married or not

Meryem:



There are many different kinds of wedding ceremonies in Turkey. Some brides have a separate celebration with their own family and can't see their future husband until the day of the wedding. We have a funny tradition with the bride's shoes. Her girlfriends write their names in her shoes. At the end of the day the bride looks into her shoes. If someone's name is missing that means they are the next person to get married. My sister was very happy because her name was no longer there. _____

5 Which is the correct final sentence for the above paragraph? Highlight your answer in red.

- a) She got married six months later!
- b) Why, red of course!
- c) This is to bring good luck and to stop anything bad breaking in the new home.
- d) That's it!
- e) It shows that the husband and wife are now one body and will live their life together.
- f) This red colour on the woman's forehead differentiates whether she is married or not.

Ria:



A Pinch of Red-Coloured Powder on the Bride's Forehead One of the important events in traditional wedding is that the groom puts a pinch of red-coloured powder on the bride's forehead. In Nepal, this symbolizes that they are now husband and wife.

6 Which is the correct final sentence for the above paragraph? Highlight your answer in red.

- a) She got married six months later!
- b) Why, red of course!
- c) This is to bring good luck and to stop anything bad breaking in the new home.
- d) That's it!
- e) It shows that the husband and wife are now one body and will live their life together.
- f) This red colour on the woman's forehead differentiates whether she is married or not.

Stage 5 Customs and Traditions around the world

Noshilu: In Kenya and Tanzania, the Maasia tribe has quite a simple wedding. The bride wears all her jewellery – lots of earrings, necklaces and bracelets. The most important necklace is the one made by the bride's mother. It's always very beautiful and sometimes it can be very long. My necklace went down to my knees! My new husband came to my family's home and walked me to his family's home. I was then given some cows as a wedding present which now belong to my husband. That's it!

Lin: Our weddings have a lot of red because for us it's the colour of love, wealth and happiness. My wedding gown was the traditional red, and so were the invitations I sent out to our guests. The wedding gifts from my husband's family were in red baskets. Nowadays in China it's quite usual to have a video made in a park. The bride and groom give each other handkerchiefs with a picture of a duck on because ducks always stay together. And the colour of the hankies? Why, red of course!

Olga: For us it's quite normal to have two weddings. I had two weddings. The first wedding is the civil ceremony which everyone has. Then, if you want, you can have a church wedding. In Germany we also have a special evening called Polterabend. People bring old cups and plates and they throw these on the floor! This is great fun, and we make a lot of noise! Then the new couple sweep up the broken pottery together. This is to bring good luck and to stop anything bad breaking in the new home.

Manuela: In Colombia we have a very beautiful candle ceremony. There are three candles, the bride lights the candle on her right and the groom lights the candle on his left. Then, together, the new husband and wife light the middle candle. Now there are three burning candles. Then the two candles on the left and right are blown out and the middle candle is left to burn alone. I was so happy doing this! It shows that the husband and wife are now one body and will live their life together.

Meryem: There are many different kinds of wedding ceremonies in Turkey. Some brides have a separate celebration with their own family and can't see their future husband until the day of the wedding. We have a funny tradition with the bride's shoes. Her girlfriends write their

names in her shoes. At the end of the day the bride looks into her shoes. If someone's name is missing that means they are the next person to get married.

My sister was very happy because her name was no longer there. She got married six months later!

Ria: A Pinch of Red-Coloured Powder on the Bride's Forehead is of important events in traditional wedding that the groom puts a pinch of red-coloured powder on the bride's forehead. In Nepal, this symbolizes that they are husband and wife. This red colour on the woman's forehead differentiates whether she is married or not.

Are the following statements about the paragraphs you have just read true (T) or false (F)? Write the correction in the open bracket [...].

a) Only five of the women are married. ()

[Correction:]

b) In Germany everyone has a church wedding. ()

[Correction:]

c) In Colombia couples light three candles and then blow out two. ()

[Correction:]

d) In Turkey people write in the groom's shoes. ()

[Correction:]

e) The Maasai bride keeps her wedding present. ()

[Correction:]

f) In China people give ducks as wedding gifts. ()

[Correction:]

g) In Nepal, the groom puts a pinch of blue-coloured powder on the bride's forehead. ()

[Correction:]

Satge 6**Customs and Traditions around the world**

Noshilu: In Kenya and Tanzania, the Maasia tribe has quite a simple wedding. The bride wears all her jewellery – lots of earrings, necklaces and bracelets. The most important necklace is the one made by the bride's mother. It's always very beautiful and sometimes it can be very long. My necklace went down to my knees! My new husband came to my family's home and walked me to his family's home. I was then given some cows as a wedding present which now belong to my husband. That's it!

Lin: Our weddings have a lot of red because for us it's the colour of love, wealth and happiness. My wedding gown was the traditional red, and so were the invitations I sent out to our guests. The wedding gifts from my husband's family were in red baskets. Nowadays in China it's quite usual to have a video made in a park. The bride and groom give each other handkerchiefs with a picture of a duck on because ducks always stay together. And the colour of the hankies? Why, red of course!

Olga: For us it's quite normal to have two weddings. I had two weddings. The first wedding is the civil ceremony which everyone has. Then, if you want, you can have a church wedding. In Germany we also have a special evening called Polterabend. People bring old cups and plates and they throw these on the floor! This is great fun, and we make a lot of noise! Then the new couple sweep up the broken pottery together. This is to bring good luck and to stop anything bad breaking in the new home.

Manuela: In Colombia we have a very beautiful candle ceremony. There are three candles, the bride lights the candle on her right and the groom lights the candle on his left. Then, together, the new husband and wife light the middle candle. Now there are three burning candles. Then the two candles on the left and right are blown out and the middle candle is left to burn alone. I was so happy doing this! It shows that the husband and wife are now one body and will live their life together.

Meryem: There are many different kinds of wedding ceremonies in Turkey. Some brides have a separate celebration with their own family and can't see their future husband until the day of

the wedding. We have a funny tradition with the bride's shoes. Her girlfriends write their names in her shoes. At the end of the day the bride looks into her shoes.

If someone's name is missing that means they are the next person to get married. My sister was very happy because her name was no longer there. She got married six months later!

Ria: A Pinch of Red-Coloured Powder on the Bride's Forehead is of the important events in traditional wedding that the groom puts a pinch of red-coloured powder on the bride's forehead. In Nepal, this symbolizes that they are husband and wife. This red colour on the woman's forehead differentiates whether she is married or not.

Answer the following questions about the reading text by highlighting the correct option in red.

- 1) What is the common theme of these paragraphs?
a) wedding traditions, b) honey-moon, c) parties before weddings, d) civil ceremony
- 2) Why do girls at a Turkish wedding write their names on the bride's shoes?
a) to stay at home, b) to be the best woman of the bride, c) to get married soon, d) to get the shoes
- 3) Why in Colombia do they leave one candle to burn but not all three?
a) it is beautiful, b) it means husband and wife are one body, c) no electricity, d) it is expensive
- 4) What does it mean if you met a woman in Nepal with no red powder on her forehead?
a) she has a husband, b) she doesn't have a husband, c) she has a baby, d) she doesn't have a baby
- 5) Why do Chinese weddings have a lot of red?
a) they love red, b) it brings love, wealth and happiness, c) to have more children, d) to bring luck
- 6) Who owns caws in newly-wed Maasia family?
a) wife, b) husband, c) mother-in-law, d) head of the Maasia tribe
- 7) Why in a German traditional wedding do people smash old cups and plates on the floor?
a) people don't use them anymore, b) it brings wealth, c) it brings luck d) it is a hobby.

Stage 7

Look at the table that has been filled in with information about a traditional wedding in Turkey. Each member of the group will search on line one section (e.g. Introduction, the bride and groom etc.) on his/her own for a traditional wedding in the United Kingdom (UK), that is in England, Wales, Scotland and Northern Ireland, and fill in the table with the information you find for the UK.

You are going to present your findings in the class as a group. Combine the information you have found on one of the e-pad then connect the e-pad to the smart-board and each member of the group is going to present his/her section on the smart-board in front of the class.

Countries	Turkey	The UK	Differences	Similarities
Introduction	Many different kinds of weddings, traditional religious marriage still popular.			
The bride and groom	The bride wears long white dress and veil. The groom wears a suit and the barber shaves his beard. Some brides have a separate celebration with their own family and can't see their future husband until the day of the wedding			
Gifts	Guests bring presents to the party such as gold, money, and kitchen things etc.			
The party	During the wedding, the guests are usually provided food and drinks usually without alcohol. It can be expensive.			

Honeymoon	After the wedding, usually 2-3 days the newly married couple stay at home or go to different places in Turkey or rarely abroad.			
Special custom	In some weddings, the girls write their names in the bride's shoes, At the end of the day the bride looks into her shoes. If someone's name is missing that means they are the next person to get married.			

APPENDIX F MAIN STUDY RESEARCH TOOLS

Appendix F/1a Pre- task questionnaire

Dear student,

As you know, the Turkish Ministry of Education has decided to issue an e-pad to every student in Anatolian High School. This is a questionnaire to find out your views about learning English, technology, the introduction and use of e-pads in your school and how you think they may affect the way you study and improve your reading skills in English. I will contact you again in a few months' time to find out about your experience with the e-pads. I am carrying out this survey as part of my Doctorate in Education programme and I would like to thank you, in advance, for your cooperation. Your answers to the questionnaire will be used for academic purposes only and will be kept confidential and the results will be presented in my research in such a way that no individuals can be identified. Kindly note that by completing this questionnaire, you agree to allow the data to be used by me, Kasım Koruyan, for research purposes.

INSTRUCTIONS:

Please indicate your answers by circling the appropriate number or letter against each statement.

Make sure you complete the personal information first.

PERSONAL INFORMATION:

Gender: Male / Female

Age:

How long have you been studying English?years

Experience with e-pad touch or similar devices:

Circle the answer which is most appropriate for you. There are no right or wrong answers!

1. Do you have experience with an e-pad touch? Yes / No

2. If yes, how often do you use it?

a) every day b) once or twice a week c) once a month

3. If yes, for what purpose do you use it?

.....

4. Do you own an e-pad? Yes / No

5. Do you have computer access at home? Yes / No

6. If yes, what types of computer do you or your parents have? a) PC b) Laptop c) Both

7. How good are your computer skills?

a) very good b) good c) not bad d) bad e) very Poor

8. How often do you use the Internet?

a) every day b) once or twice a week c) once a month d) never

9. Do you use Mobile phones? Yes / No

10. If yes, do you use it for? :

a) Looking up information, b) texting, c) talking with others, e) playing games, f) e-mailing

g) taking photos h) other, please specify:.....

11. If you use it to look up information, what sort of things do you look up?

a) lesson-related (e.g. geography) b) general information (e.g. health) c) please specify:.....

12. If you play games online, do you play them on your:

- a) mobile phone b) computer c) both

13. When you play the games, do you read the instruction in English? **Yes / No**

14. Do you use MSN Messenger, Facebook or Skype or similar tools to chat with other people such as friends? **Yes / No**

15. Do you contact people from another country through the Internet? **Yes / No**

16. If so, in what language do you communicate? **a) Turkish b) Other:.....**

17. Do you use English apps (e.g. Skype, Twitter, Facebook, YouTube etc.)? **Yes / No**

18. What kind of apps do you use and for what purpose?

.....

19. Do you watch films on the Internet? **Yes / No**

20. If your answer to question 21 was “yes”, do you watch the films on your own: (you can circle more than one option):

- 1) PC 2) laptop 3) mobile phone

21. If your answer to question 21 was “yes”, do you watch them in English? **Yes / No**

22. Do you watch them in Turkish? **Yes / No**

23. Do you listen to songs on Internet? **Yes / No**

If yes, in English or in other language?

.....

24. If you listen to songs in English, do you look at their lyrics on the screen? **Yes / No**

Circle the answer which is most appropriate for you. There are no right or wrong answers!

25. What do you consider your level of fluency in Reading English to be:				
excellent	above average	average	weak	

1= never	2= once a month	3= once a week	4=3 or 4 times a week	5= every day
----------	-----------------	----------------	-----------------------	--------------

26.	How often do you read in Turkish for pleasure?	1	2	3	4	5
27.	How often do you read in English for pleasure?	1	2	3	4	5
28.	How often do you read in Turkish for study purposes?	1	2	3	4	5
29.	How often do you read in English for study purposes?	1	2	3	4	5

30. Do you find reading in English interesting? Yes / No

31. What do you read (e.g. novel, newspapers, magazines etc.)?

.....

32. Do you read in English because your teachers ask you to do so, or because you want to read in English?

33. What do you think would encourage you to read more in English? (you can circle more than one option)

- a) more guidance from the teacher
- b) different media (e.g. computer or video-based materials)
- c) more interesting material
- d) more free time
- e) using e-pad
- f) other:

34. What do you expect to gain from your English lessons? (you can circle more than one option)

- a) to improve general English
- b) to improve reading skills in English
- c) to improve speaking skills in English
- d) to get a qualification
- e) nothing
- f) other:

35. Are you excited that you will use an e-pad for your language learning? **Yes / No**

36. Do you think you are well prepared for the use of an e-pad? **Yes / No**

37. Could you explain your answer to question **38** please (why you circled 'yes' or 'no')?

.....

38. Do you feel that you need more training to use an e-pad? **Yes / No**

39. How will an e-pad help you in language learning?

.....

Circle the answer which is most appropriate for you. There are no right or wrong answers!

1) Strongly disagree		2) Disagree		3) Not sure		4) Agree		5) Strongly agree	
40	I will read more English on the Internet (e.g. in Facebook, Twitter, Wikipedia) if I use an e-pad in the classroom	1	2	3	4	5			
41	I will enjoy reading more English if I use an e-pad in the classroom	1	2	3	4	5			
42	I will put more effort into reading English if I use an e-pad in the classroom	1	2	3	4	5			
43	I will spend more time reading English If I use an e-pad in the	1	2	3	4	5			

	classroom					
44	If reading English texts are related to my real life experience, I will be more interested in doing tasks and activities than the ones not related	1	2	3	4	5
45	If reading English texts are related to my real life experience, I will put more efforts in doing tasks and activities than the ones not related	1	2	3	4	5
46	I don't feel generally comfortable learning in English classes	1	2	3	4	5
47	Learning English will help me to become a new person	1	2	3	4	5
48	I really enjoy learning English	1	2	3	4	5
49	English is an important part of the school program	1	2	3	4	5
50	I plan to learn as much English as possible	1	2	3	4	5
51	I generally look forward to English classes	1	2	3	4	5
52	The English classroom atmosphere is generally very pleasant	1	2	3	4	5
53	I would rather spend my time on subjects other than English	1	2	3	4	5
54	Learning English is a waste of time	1	2	3	4	5
55	When I leave school, I shall give up the study of English entirely because I am not interested in it	1	2	3	4	5
56	I am generally willing to work with my classmates as a group in English lessons	1	2	3	4	5
57	Learning English will help me to meet foreigners with whom I can imagine myself speaking English and with whom I can make friends in holiday places in Turkey	1	2	3	4	5
58	Studying English is important to me because an educated person is supposed to be able to speak English	1	2	3	4	5
59	Learning English is important to me because without it one cannot be successful in any field such as future jobs and studies	1	2	3	4	5
60	I study English because it will have financial benefits for me	1	2	3	4	5
61	If I fail to learn English, I will be letting other people (e.g. my	1	2	3	4	5

	family) down					
62	I can imagine myself speaking English with international friends or colleagues	1	2	3	4	5
63	The things I want to do in the future require me to speak English	1	2	3	4	5
64	When I think about my future, it will be important for me to be able use English	1	2	3	4	5
65	I like to think of myself as someone who will be able to speak English	1	2	3	4	5
66	I am generally willing to read in English on my own	1	2	3	4	5
67	I like reading in English together with my classmates	1	2	3	4	5
68	The teacher should explain every language point to me in the class	1	2	3	4	5
69	I am usually willing to read in English together with my classmates	1	2	3	4	5
70	I generally like taking part in activities which involve discussion within a group	1	2	3	4	5

Thank you for completing the questionnaire!

Please write your name here if you are willing to be interviewed!

Appendix F/1b Pre- task questionnaire (Turkish version)

Sevgili Öğrenci,

Bildiğin gibi, Milli Eğitim Bakanlığı, Anadolu liselerindeki her öğrenciye bir adet tablet bilgisayar dağıtmaya karar verdi. Bu anket, İngilizce öğrenimi, teknoloji, okulunuzda sizlere dağıtılan tablet bilgisayarların tanıtımı ve kullanımı hakkındaki görüşlerinizi ve bunların çalışmalarınızı nasıl etkilediğini ve İngilizce okuma becerinizi ne kadar geliştirdiğini ortaya çıkarmak için hazırlanan bir ankettir. Bu anketi doktora eğitim programımın bir parçası olarak yapıyorum ve sizlere önceden yapacağınız işbirliğinden dolayı teşekkür etmek istiyorum. Sizin ankete vereceğiniz cevaplar sadece akademik amaçlar için kullanılacaktır ve gizli tutulacaktır. Ayrıca araştırma sonucunda hiçbir bireyin kimliği açıklanmayacaktır. Bu anketi cevapladığınız zaman burada vermiş olduğunuz bilgilerin araştırma amacıyla Kasım Koruyan tarafından kullanılacağını kabul ettiğinizi lütfen unutmayın.

TALİMATLAR:

Lütfen cevaplarınızı uygun numaralı veya alfabetik şıkkı yuvarlak içine alarak işaretleyiniz.

Lütfen tüm kişisel bilgileri doldurarak başlayınız.

KİŞİSEL BİLGİLER:

Cinsiyet: Erkek/Bayan

Yaş:

İngilizce'yi ne zamandan beri öğreniyorsunuz?yıl

Tablet ve benzeri cihazlarla deneyim:

Size göre en uygun cevabı daire içine alın. Doğru veya yanlış cevap yoktur!

1. Tablet bilgisayarla herhangi bir deneyimin var mı? Evet / Hayır

2. Evet ise, tableti ne sıklıkla kullanıyorsunuz?

a) hergün

b) haftada bir veya iki defa

c) ayda bir

3. Evet ise, tableti ne için kullanıyorsunuz?

.....

4. Tablet bilgisayarın var mı? Evet / Hayır

5. Evde bilgisayara erişimin var mı? Evet / Hayır

6. Evet ise, ne tür bir bilgisayara sahipsiniz? a) Masa üstü b) Diz üstü c) ikiside

7. Bilgisayar becerilerin ne kadar iyi?

1) çok iyi 2) iyi 3) fena değil 4) zayıf 5) çok zayıf

8. Ne kadar sıklıkla internet kullanıyorsunuz?

1) Her gün 2) Haftada bir veya iki defa 3) Ayda bir 4) Hiç

9. Cep telefonu kullanıyor musun? 1) Evet 2) Hayır

10. Evet ise ne amaçla kullanıyorsunuz: (Birden fazla şıkkı daire içine alabilirsiniz)

1) bilgi edinmek için, 2) kısa mesaj, 3) sohbet, 4) oyun oynamak, 5) email 6) fotoğraf çekmek için

7) diğer, lütfen belirtiniz:.....

11. Eğer bilgi edinmek için kullanıyorsan, ne tür bir bilgi?

1) dersle ilgili (örneğin; coğrafya) 2) genel bilgi (örneğin; sağlık) 3) diğer lütfen belirtiniz:

12. Eğer online oyun oynuyorsan, oyunlari nerde oynuyorsun:

- 2) Cep telefonunda 2) Bilgisayarda 3) her ikisinde

13. Oyun oynarken talimatları İngilizce mi okuyorsun? 1) Evet 2) Hayır

14. Hiç başka insanlarla, (örneğin arkadaşlarınla) sohbet etmek için MSN Messenger, Facebook ya da Skype kullanıyor musun? 1) Evet 2) Hayır

15. İnternet üzerinden farklı ülkeden kişilerle irtibat kuruyor musun? 1) Evet 2) Hayır

16. Evet ise hangi dilde konuşuyorsunuz? a) Türkçe b) diğer:.....

17. İngilizce sohbet programlarını (Skype, Twitter, Facebook YouTube gibi) kullanıyormusun? a) Evet b) Hayır

18. Ne tür uygulamalar kullanıyorsun ve hangi amaçla?

.....

19. İnternette film izliyor musun? 1) Evet 2) Hayır

20. 21. soru “evet” ise, filmleri nerede izliyorsun? (birden fazla şıkkı daire içine alabilirsin)

- 1) Masa üstü bilgisayar 2) Diz üstü bilgisayar 3) Cep telefonu

21. 20. soru “evet” ise, filmleri İngilizce mi izliyorsun? 1) Evet 2) Hayır

22. Filmleri Türkçe mi izliyorsun? 1) Evet 2) Hayır

23. İnternette müzik dinliyor musun? 1) Evet 2) Hayır

Evet ise, İngilizce mi yoksa başka bir dilde mi dinliyorsun? Lütfen belirtiniz:

.....

24. İngilizce müzik dinliyorsan, sözcük anlamlarına internetten mi bakıyorsun?

1) Evet 2) Hayır

Size göre en uygun cevabı daire içine alın. Doğru veya yanlış cevap yoktur!

25. Sana göre İngilizce Okumada akıcılık düzeyin nedir:

mükemmel	ortalamanın üzerinde	ortalama	zayıf	
-----------------	---------------------------------	-----------------	--------------	--

1= her gün	2= haftada 3 veya 4 kez	3= haftada bir kez	4=ayda bir defa	5= hiçbir zaman
------------	----------------------------	-----------------------	--------------------	--------------------

26.	Ne sıklıkla zevk için Türkçe okuyorsun?	1	2	3	4	5
27.	Ne sıklıkla zevk için İngilizce okuyorsun?	1	2	3	4	5
28.	Ne sıklıkla derslerin için Türkçe okuyorsun?	1	2	3	4	5
29.	Ne sıklıkla derslerin için İngilizce okuyorsun?	1	2	3	4	5

30. İngilizce okumayı ilginç buluyor musun? 1) Evet 2) Hayır

31. Ne okuyorsun (örneğin, roman, gazete, magazin vb.?.....)

32. Öğretmenin sana söylediği için mi İngilizce okuyorsun, yoksa sen istediğin için mi İngilizce okuyorsun?

33. Sence aşağıdakilerden hangisi seni daha fazla İngilizce okumaya teşvik eder? (Birden fazla secenegi işaretleyebilirsiniz)

- a) öğretmenin daha fazla rehberlik etmesi
- b) farklı iletişim araçları (örneğin bilgisayar veya video)
- c) daha ilginç araç ve gereçler
- d) daha fazla boş zaman
- e) tablet bilgisayar kullanmak
- f) diğer:.....

34. İngilizce derslerinden ne tür kazanımlar elde etmeyi bekliyorsun? ? (Birden fazla secenegi işaretleyebilirsiniz)

- a) genel İngilizceyi geliştirmek
- b) İngilizce okuma becerilerini geliştirmek
- c) İngilizce konuşma becerilerini geliştirmek

- d) Bir sertifika elde etmek
 e) hiçbir şey
 f) diğer:

35. Dil öğrenimin için tablet bilgisayar kullanacağın için heyecanlı mısın?

1) Evet 2) Hayır

36. Tablet bilgisayar kullanımı için iyi hazırlandığını düşünüyor musunuz?

1) Evet 2) Hayır

37. 42. soruya verdğin cevabı açıklayabilir misin lütfen

(Neden 'evet' ya da 'hayır')?

38. Tablet bilgisayar kullanımı için eğitime ihtiyaç olduğunu düşünüyor musunuz?

1) Evet 2) Hayır

39. Tablet bilgisayarın size dil öğreniminde nasıl yardımcı olacak?.....

Aşağıdaki ifadeleri okuyun ve size en uygun cevabı daire içine alın. Yanlış veya doğru cevap yoktur!

1) Kesinlikle Katılmıyorum	2) Katılmıyorum	3) Emin değilim	4) Katılıyorum	5) Kesinlikle Katılıyorum
----------------------------	-----------------	-----------------	----------------	---------------------------

40	Eğer sınıfta tablet bilgisayar kullanırsan, İnternette daha çok İngilizce okuyacam (örneğin, Facebook, Twitter, Wikipedia)	1	2	3	4	5
41	Eğer sınıfta tablet bilgisayar kullanırsan, İngilizce okumak daha çok hoşuma gidecek	1	2	3	4	5
42	Eğer sınıfta tablet bilgisayar kullanırsan, İngilizce okumak için daha fazla çaba harcayacağım	1	2	3	4	5
43	Eğer sınıfta tablet bilgisayar kullanırsan, İngilizce okumak için	1	2	3	4	5

	daha fazla zaman harcayacağım					
44	Okuma metinleri benim gerçek yaşam deneyimiyle alakalı ise, konu ile ilgili olmayan metinlerden daha fazla alıştırma ve aktivite yapmaya ilgi duyacağım	1	2	3	4	5
45	Okuma metinleri benim gerçek yaşam deneyimiyle alakalı ise, konu ile ilgili olmayan metinlerden daha fazla alıştırma ve aktivite yapmaya çaba sarfedeceğim	1	2	3	4	5
46	İngilizce öğrenim sınıflarından genel olarak hoşnut değilim	1	2	3	4	5
47	İngilizce öğrenmek bana yeni bir kimlik kazanmamda yardımcı olacaktır.	1	2	3	4	5
48	İngilizce öğrenmekten gerçekten hoşlanırım	1	2	3	4	5
49	İngilizce okul programının önemli bir parçasıdır.	1	2	3	4	5
50	Mümkün olduğu kadar İngilizce öğrenmeyi planlıyorum.	1	2	3	4	5
51	İngilizce derslerini genellikle dört gözle beklerim	1	2	3	4	5
52	İngilizce sınıfının atmosferi genellikle çok zevkli	1	2	3	4	5
53	İngilizce öğrenme yerine zamanımı diğer derslere harcamayı tercih ederim	1	2	3	4	5
54	İngilizce öğrenmek vakit kaybıdır	1	2	3	4	5
55	Okuldan ayrılınca İngilizce çalışmayı tamamen bırakacam, çünkü ona ilgim yok.	1	2	3	4	5
56	Genellikle sınıf arkadaşlarımla İngilizce derslerinde grup olarak çalışmaya istekliyim	1	2	3	4	5
57	İngilizce öğrenmek Türkiye'de tatil yerlerinde yabancılarla İngilizce konuşmayı hayal edebileceğim and onlarla arkadaşlık	1	2	3	4	5

	kurabilmem için bana yardımcı olacaktır.					
58	İngilizce çalışmak benim için önemli çünkü eğitilmiş kişi İngilizce konuşabilmeli	1	2	3	4	5
59	İngilizce öğrenmek benim için önemlidir çünkü kimse onsuz herhangi bir alanda, örneğin, iş ve okul, başarılı olamaz	1	2	3	4	5
60	İngilizce öğreniyorum çünkü bana finansal açıdan yararları olacaktır.	1	2	3	4	5
61	İngilizce'den başarısız olursam, diğer insanları (ailem gibi) hayal kırıklığına uğratmış olurum.	1	2	3	4	5
62	Kendimi uluslararası arkadaşlarla veya meslektaşlarla konuşurken hayal edebiliyorum	1	2	3	4	5
63	İleride yapmak istediğim şeyler, bana İngilizce konuşmamı gerektirir	1	2	3	4	5
64	Geleceğimi düşündüğüm zaman, İngilizce kullanmam önemlidir	1	2	3	4	5
65	Kendimi İngilizce konuşabilecek biri olarak düşünmek istiyorum	1	2	3	4	5
66	İngilizceyi genellikle kendi kendime okumayı istekliyim	1	2	3	4	5
67	Öğretmen sınıfta, bana hertürlü dil bilgisini açıklaması gerekir	1	2	3	4	5
68	Genelde kendi öğrenimimin sorumluluğunu alabilirim	1	2	3	4	5
69	Sınıf arkadaşlarımla beraber İngilizceyi genel olarak okumak istiyorum	1	2	3	4	5
70	Ben genellikle grub tartışması içeren etkinliklerde yer almak isterim	1	2	3	4	5

Anketi doldurduğun için teşekkür ederim!

Yukarıdaki sorularla ilgili röportaj yapmak için istekliysen buraya ismini yaz lütfen!

Appendix F/2a Post- task questionnaire

Dear student,

Now that you have been using an e-pad for your studies for a few months, I would like to find out your views about learning English and your experience with the e-pads in school. I am interested in whether you think they have changed the way you study and your reading skills in English in particular. I am carrying out this survey as part of my Doctorate in Education programme and I would like to thank you, in advance, for your cooperation. Your answers to the questionnaire will be used for academic purposes only and will be kept confidential and the results will be presented in my research in such a way that no individuals can be identified. Kindly note that by completing this questionnaire, you agree to allow the data to be used by me, Kasim Koruyan, for research purposes.

INSTRUCTIONS:

Please indicate your answers by circling the appropriate number or letter against each statement. Make sure you complete the personal information first.

PERSONAL INFORMATION:

Gender: Male/Female

Age:

Note: Some time ago you completed an initial questionnaire and I like you now please to give an update on your answers which will reflect your experience learning English through using the e-pad in the meantime.

Circle the answer which is most appropriate for you. There are no right or wrong answers!

1) Strongly disagree	2) Disagree	3) Not sure	4) Agree	5) Strongly agree
----------------------	-------------	-------------	----------	-------------------

1	Learning English will help me to become a new person	1	2	3	4	5
2	I feel comfortable learning English in class	1	2	3	4	5
3	English is an important part of the school program	1	2	3	4	5
4	I have been putting more effort into reading English since I started using the e-pad in the classroom	1	2	3	4	5
5	I am really enjoying learning English using the e-pad	1	2	3	4	5
6	I have been spending more time reading English since I started using the e-pad in the class	1	2	3	4	5
7	I was interested in doing the tasks and activities because the reading texts were related to my real life experience	1	2	3	4	5
8	I put more effort in doing the tasks and activities because the reading texts were related to my real life experience	1	2	3	4	5
9	Learning English is more fun when using an e-pad	1	2	3	4	5
10	I felt very satisfied when I was searching online for information about "Fun Festivals, Women's Football and Malala's Story"	1	2	3	4	5
11	I felt very satisfied when I found information on "Fun Festivals, Women's Football and Malala's Story"	1	2	3	4	5
12	I felt very motivated when I presented the results of my research about "Fun Festivals, Women's Football and Malala's Story"	1	2	3	4	5
13	I was very happy to work with my group	1	2	3	4	5
14	Activities based on the use of e-pad make it more enjoyable to learn English	1	2	3	4	5

15	I felt very motivated when I was reading the texts and doing the activities using the e-pad If you felt motivated, name one factor that you found motivating:	1	2	3	4	5
16	Using an e-pad makes no difference to reading English	1	2	3	4	5
17	I felt less motivated when I was reading the texts and doing the activities using the e-pad. If you felt less motivated, name one factor that you found demotivating:	1	2	3	4	5
18	I want to learn as much English as possible using the e-pad	1	2	3	4	5
19	I wanted to read more about the festivals of other cultures when searching online for information	1	2	3	4	5
20	I am now looking forward to my English classes	1	2	3	4	5
21	The atmosphere of the English classes is pleasant	1	2	3	4	5
22	I would rather spend my time on subjects other than English	1	2	3	4	5
23	Learning English is a waste of time	1	2	3	4	5
24	I had difficulties at the beginning but now I am used to the e-pad and my English has been improving since I started using it	1	2	3	4	5
25	It was nice to see what my friends achieved in English in a short period of time	1	2	3	4	5
26	I like doing research on my own using the e-pad	1	2	3	4	5
27	Working together gave me the opportunity to interact and shared my ideas with others and I enjoyed it	1	2	3	4	5
28	I believe that with the help of the e-pad, I have taken a few steps in learning English on my own	1	2	3	4	5
29	It was a useful experience to search online and find information about "Fun Festivals, Women's Football and Malala's Story" then present it to the class as a group	1	2	3	4	5
30	It was really enjoyable to produce something (e.g. conducting an interview) on my own	1	2	3	4	5
31	I began to improve my reading skills through further practice	1	2	3	4	5

	activities using the e-pad					
32	It was difficult to take on responsibility for conducting an interview about “ Women’s Football” but I am used to it now and I am willing to do more this way	1	2	3	4	5
33	It was difficult to take on responsibility for searching on the Internet about “Fun Festivals, Women’s Football and Malala’s Story” in the class but I am used to it now and I am willing to do more this way	1	2	3	4	5
34	It was difficult to take on responsibility for presenting my results from “Fun Festivals, Women’s Football and Malala’s Story” in the class but I am used to it now and I am willing to do more this way	1	2	3	4	5
35	I did not like working with others	1	2	3	4	5
36	Working together and sharing ideas has helped my language learning progress positively	1	2	3	4	5
37	Working together and sharing ideas has encouraged me to put more effort into my language learning	1	2	3	4	5
38	I feel that my reading skills has improved since I started using the e-pad	1	2	3	4	5
39	Group activities increase interaction between students which positively affect my English learning	1	2	3	4	5
40	The most important part of learning English in this class is we learn by being actively involved into the learning process	1	2	3	4	5
41	I like reading in English on my own	1	2	3	4	5
42	I like reading in English together with my classmates	1	2	3	4	5
43	I am now able to take some responsibilities for my own learning as I did in the reading activities such as searching online to find information about “Women’s Football”	1	2	3	4	5
44	I feel that the level of my reading skills has increased since I did the reading activities	1	2	3	4	5
45	Searching online enabled me to use different learning strategies	1	2	3	4	5

	such as consulting online dictionaries, looking up for information from different websites etc.					
46	Learning English is important to me because without it one cannot be successful in any field such as future jobs and studies	1	2	3	4	5
47	The things I want to do in the future require me to use English	1	2	3	4	5
48	My parents encourage me to take every opportunity to use my English (e.g. reading)	1	2	3	4	5
49	I like to think of myself as someone who will be able to speak English	1	2	3	4	5
50	I can imagine myself studying in a university where all my courses are taught in English	1	2	3	4	5
51	If I fail to learn English, I will be letting other people (e.g. my family) down	1	2	3	4	5
52	Learning English will help me to meet foreigners with whom I can imagine myself speaking English and with whom I can make friends in holiday places in Turkey	1	2	3	4	5
53	I can imagine myself speaking English with international friends or colleagues	1	2	3	4	5

Circle the answer which is most appropriate for you. There are no right or wrong answers!

54. What do you consider your level of fluency in Reading English to be now:				
excellent	above average	average	weak	

1= every day		2= 3 or 4 times a week		3= once a week		4=once a month		5= never			
55	How often do you read in English for pleasure?						1	2	3	4	5
56	How often do you read in English for study purposes?						1	2	3	4	5

57. How helpful have you found using the e-pad for learning English?		
not helpful 2	helpful 2	very helpful 3

58. How helpful have using the e-pad been in improving your reading skills?		
not helpful 2	helpful 2	very helpful 3

59. What difference do you think using the e-pad has made to learning English so far?
.....

Now think about the English lessons on the topics of “Fun Festivals, Women’s Football and Malala’s Story” which you attended in November and December and answer the following questions about the lessons. Please read the questions carefully before you answer and circle ONE number only in your answer.

60. What do you think about the length of the reading texts?				
Too short 1	short 2	right length 3	long 4	too long 5

61. How difficult/easy did you find the reading texts?				
very difficult 1	difficult 2	moderate 3	easy 4	very easy 5

62. Were the activities (watching video clips on YouTube, reading the photos related to the texts and discussing ideas with partners, etc.) helpful in understanding the content of the lessons before you started to read the text?		
not helpful 1	helpful 2	very helpful 3
Could you explain your answer to question 62 please?.....		

63. How helpful were the instructions displayed on the smart-board while you carried out the reading activities on “Fun Festivals, Women’s Football and Malala’s Story”?		
not helpful 1	helpful 2	very helpful 3

64. Were there many words you did not understand while reading?

no	few	many	very many
1	2	3	4

65. What did you do to find out the meaning of the unknown words? Write your answer below.

.....

66. How interesting did you find the topics of the reading texts?

not interesting	interesting	very interesting
1	2	3

Could you explain your answer to question 66 please?

.....

67. How useful were the exercises and activities (skim, scan and careful reading; group presentations; feedback stage and class blog) in understanding the text?

not useful	useful	very useful
1	2	3

Could you explain your answer to question 67 please?

.....

68. How useful were the group discussions in understanding the text?

not useful	useful	very useful
1	2	3

Could you explain your answer to question 68 please?

.....

69. How useful were the pair work in understanding the text?

not useful	useful	very useful
1	2	3

Could you explain your answer to question 69 please?

.....

70. How useful was the preparation of the group presentations in improving your reading skills?

not useful	useful	very useful
1	2	3

Could you explain your answer to question **70** please?

71. How useful was the preparation of the group presentations in improving your reading strategies?

not useful	useful	very useful
1	2	3

Could you explain your answer to question **71** please?

.....

72. How useful was the preparation of the group presentations in improving your skills in terms of researching information?

not useful	useful	very useful
1	2	3

Could you explain your answer to question **72** please?

.....

73. How useful were the feedback stage and class blog in reflecting on your views about the reading activities and lessons?

not useful	useful	very useful
1	2	3

Could you explain your answer to question **73** please?

.....

74. What else would you like to say about the lesson on the topics of “Fun Festivals, Women’s Football and Malala’s Story”?

Thank you for completing the questionnaire!

Appendix F/2b Post- task questionnaire (Turkish version)

Sevgili Öğrenci,

Bir kaç aydır çalışmalarınız için tablet bilgisayar kullanıyorsunuz. İngilizce öğrenimi ve tablet bilgisayarlarla olan deneyiminiz hakkında görüşlerinizi öğrenmek istiyorum. Bu tabletlerin çalışma biçiminizi ve özellikle İngilizce okuma becerilerinizi değiştirip değiştirmediği ile ilgili görüşlerinizle ilgileniyorum. Bu anketi doktora eğitim programımın bir parçası olarak yapıyorum ve sizlere önceden yapacağınız işbirliğinden dolayı teşekkür etmek istiyorum. Sizin ankete vereceğiniz cevaplar sadece akademik amaçlar için kullanılacaktır ve gizli tutulacaktır. Ayrıca araştırma sonucunda hiçbir bireyin kimliği açıklanmayacaktır. Bu anketi cevapladığınız zaman burada vermiş olduğunuz bilgilerin araştırma amacıyla Kasım Koruyan tarafından kullanılacağını kabul ettiğinizi lütfen unutmayın

TALİMATLAR:

Lütfen cevaplarınızı uygun numaralı veya alfabetik şıkkı yuvarlak içine alarak işaretleyiniz.

Lütfen tüm kişisel bilgileri doldurarak başlayınız.

KİŞİSEL BİLGİLER:

Cinsiyet: Erkek/Kadın

Yaş:

Not: Bir süre önce siz ilk anketi doldurmuştunuz ve şimdi ise bu arada e-pad'inizi kullanarak İngilizce öğrenmedeki deneyiminizi yansıtacak güncel cevaplarınızı almak istiyorum.

Lütfen sizin için en uygun cevabı daireye alın. Doğru veya yanlış cevap yoktur!

1) Kesinlikle Katılmıyorum		2) Katılmıyorum	3) Emin değilim	4) Katılıyorum	5) Kesinlikle Katılıyorum				
1	İngilizce öğrenmek bana yeni bir kimlik kazanmamda yardımcı olacaktır			1	2	3	4	5	
2	Bu sınıfta İngilizce öğrenirken kendimi rahat hissediyorum			1	2	3	4	5	
3	İngilizce okul programının önemli bir parçasıdır			1	2	3	4	5	
4	Sınıfta e-pad kullanmaya başladığımdan beri İngilizce okumaya daha fazla çaba harcıyorum			1	2	3	4	5	
5	Tablet bilgisayar kullanarak İngilizceyi öğrenmekten gerçekten zevk alıyorum			1	2	3	4	5	
6	Ben sınıfta e-pad kullanmaya başladığımdan beri İngilizce okumaya daha fazla zaman harcıyorum			1	2	3	4	5	
7	Alıştım ve Aktiviteleri yapmaya ilgi duydum, çünkü okuma metinleri benim gerçek hayat deneyimi ile ilgiliydi			1	2	3	4	5	
8	Alıştım ve Aktiviteleri yaparken daha fazla çaba harcadım, çünkü okuma metinleri benim gerçek hayat deneyimi ile ilgiliydi			1	2	3	4	5	
9	Tablet kullanarak İngilizceyi öğrenmek daha çok eğlence demektir.			1	2	3	4	5	
10	“Fun Festivals, Women’s Football and Malala’s Story” ile ilgili araştırma yaparken kendimi çok memnun hissettim			1	2	3	4	5	
11	“Fun Festivals, Women’s Football and Malala’s Story” ile ilgili bilgi bulduğumda kendimi çok memnun hissettim			1	2	3	4	5	

12	“Fun Festivals, Women’s Football and Malala’s Story” ile ilgili araştırma sonuçlarını sunduğum zaman kendimi çok motive hissettim	1	2	3	4	5
13	Grubumla çalışmak çok mutluluk vericiydi	1	2	3	4	5
14	İngilizce öğrenmede tablet ile aktiviteler daha fazla zevk veriyor	1	2	3	4	5
15	Tablet kullanarak metin okuduğumda ve aktiviteleri yaptığımda kendimi çok motive olmuş hissettim. Kendini motive olmuş hissettiysen, seni motive eden bir sebep yazın: -----	1	2	3	4	5
16	İngilizce okumada tablet kullanımı hiçbir değişiklik yapmıyor.	1	2	3	4	5
17	Tablet kullanarak okuma parçası okuduğumda ve aktiviteleri yaptığımda kendimi daha az motive olmuş hissettim. Kendini daha az motive olmuş hissettiysen, bunun sebeplerinden birinin adını yazın: -----	1	2	3	4	5
18	Mümkün olduğu kadar çok İngilizce öğrenmek için e-pad’den en üst derecede yararlanmayı planlıyorum.	1	2	3	4	5
19	İnternette bilgi için araştırma yaparken diğer kültürlerin festivalleri hakkında daha fazla okumak istedim	1	2	3	4	5
20	Şimdi İngilizce derslerini dört gözle bekliyorum	1	2	3	4	5
21	İngilizce sınıfının atmosferi hoş	1	2	3	4	5
22	Zamanımı İngilizceden çok diğer konular üzerinde geçirmek istiyorum.	1	2	3	4	5
23	İngilizce öğrenmek zamanı boşa harcamak demektir.	1	2	3	4	5
24	Başta zorluklar yaşadım, ancak şimdi tablet bilgisayar’a alıştım ve bu araç İngilizcemı geliştiriyor	1	2	3	4	5
25	Arkadaşlarımdan bu kadar kısa sürede kazanımlarını görmek çok güzeldi	1	2	3	4	5

26	Tablet kullanarak kendi kendime araştırma yapmayı seviyorum	1	2	3	4	5
27	Birlikte çalışma bana başkaları ile etkileşim ve fikirlerimi paylaşma imkân verdi ve hoşuma gitti	1	2	3	4	5
28	Tablet bilgisayar yardımı ile kendi başıma İngilizce öğrenmede birkaç basamak yükseldiğime inanıyorum	1	2	3	4	5
29	“Fun Festivals, Women’s Football and Malala’s Story” konusunda Internette araştırmak yapıp ve bilgi bulmak ve daha sonra bunu sınıfta sunmak faydalı bir deneyimdi	1	2	3	4	5
30	Kendi başıma bir şeyler üretmek (örneğin, anket yapmak) gerçekten güzeldi.	1	2	3	4	5
31	Tablet bilgisayar kullanarak, tek başıma daha ileri pratik aktiviteler sayesinde okuma becerimi geliştirdim	1	2	3	4	5
32	“Women’s Football” üzerine anket uygulama sorumluluğunu üstlenmek zordu fakat şimdi ona alıştım ve bu yolla daha çok sunum yapmayı istiyorum.	1	2	3	4	5
33	“Fun Festivals, Women’s Football and Malala’s Story” üzerine Internette araştırma yapma sorumluluğunu üstlenmek zordu fakat şimdi ona alıştım ve bu yolla daha çok sunum yapmayı istiyorum.	1	2	3	4	5
34	“Fun Festivals, Women’s Football and Malala’s Story” üzerine araştırma sonuçlarını sunma sorumluluğunu üstlenmek zordu fakat şimdi ona alıştım ve bu yolla daha çok sunum yapmayı istiyorum.	1	2	3	4	5
35	Başkaları ile çalışmaktan hoşlanmadım	1	2	3	4	5
36	Birlikte çalışmak ve fikirleri paylaşmak dili öğrenmemde bana olumlu katkıda bulunuyor.	1	2	3	4	5
37	Birlikte çalışıp ve fikir paylaşmak beni dili öğrenmeye daha fazla teşvik etti	1	2	3	4	5
38	Tablet’i kullandığımdan beri okuma becerimin geliştiğini hissediyorum.	1	2	3	4	5

39	Grup çalışmaları öğrenciler arasında etkileşimi artırmaktadır; bu da benim İngilizce öğrenmemi olumlu etkiliyor.	1	2	3	4	5
40	Bu sınıfta İngilizce öğrenmenin en önemli kısmı dili aktif öğrenme sürecine dahil edilerek öğrenmektir	1	2	3	4	5
41	Yalnızken İngilizce okumak hoşuma gidiyor	1	2	3	4	5
42	Sınırkardışlarımla beraber İngilizce okumak hoşuma gitti	1	2	3	4	5
43	Okuma faaliyetlerindeki "Women's Footbl" hakkında bilgi edinmek için İnternette yaptığım araştırmada olduğu gibi kendi kendime öğrenme sorumluluğunu artık alabilirim	1	2	3	4	5
44	Okuma aktivitelerini yaptımdan beri okuma seviyemin yükseldiğini hissediyorum	1	2	3	4	5
45	Online arama, bana çevrimiçi sözlüklere bakma, bilgi için farklı web sitelerini arama gibi farklı öğrenme stratejilerini vb. kullanmam için olanak tanıdı	1	2	3	4	5
46	İngilizceyi öğrenmek benim için önemlidir; çünkü o olmadan kişi hiçbir alanda başarılı olamaz	1	2	3	4	5
47	Gelecekte yapmayı istediğim şeyler benim İngilizce kullanmamı gerektiriyor	1	2	3	4	5
48	Ailem İngilizceyi kullanmam için her fırsatı değerlendirmem için beni cesaretlendiriyor	1	2	3	4	5
49	Kendimi İngilizce konuşabilecek birisi olarak düşünmek istiyorum	1	2	3	4	5
50	Kendimi tüm derslerimin İngilizce olarak okutulduğu bir üniversitede okuyan biri olarak hayal edebiliyorum	1	2	3	4	5
51	İngilizce öğrenmede başarısız olursam, diğer insanları (örneğin, ailem) hayal kırıklığına uğratmış olurum	1	2	3	4	5
52	İngilizce öğrenmek bana yabancılarla İngilizce konuşmayı hayal edebilecek ve Türkiye'nin tatil yerlerinde onlarla arkadaşlık yapabileceğim yabancılarla karşılaşmama yardımcı olacaktır	1	2	3	4	5
53	Kendimi uluslararası arkadaşlar veya iş arkadaşları ile İngilizce konuşan biri oalarak hayal edebiliyorum	1	2	3	4	5

--	--	--	--	--	--	--

Sizin için en uygun cevabı daireye alın. Doğru veya yanlış cevap yoktur!

54. Şimdi İngilizce okuma akıcılığının ne seviyede olduğunu düşünüyorsunuz:				
Mükemmel	Ortanın Üzeri	Orta	Zayıf	

1= her gün	2= Haftada 3 veya 4 kez	3= Haftada bir kez	4= Ayda bir kez	5= Hiç				
55	Zevk için ne sıklıkla İngilizce okuyorsun?			1	2	3	4	5
56	Çalışma amaçlıyla İngilizce okumayı ne sıklıkla yapıyorsun?			1	2	3	4	5

57. İngilizce öğrenmede tablet bilgisayar kullanmak size ne kadar yardımcı oldu?		
Yardımcı olmadı 1	Yardımcı oldu 2	Çok yardımcı oldu 3

58. Okuma becerilerinizi geliştirmede tablet bilgisayar kullanmak size ne kadar yardımcı oldu?		
Yardımcı olmadı 1	Yardımcı oldu 2	Çok yardımcı oldu 3

59. Şimdiye kadar İngilizce öğrenmenize tablet kullanmak sizce ne gibi katkılar yaptı?

.....

Şimdi Aralıkta katıldığın “Fun Festivals, Women’s Football and Malala’s Story” konusundaki İngilizce dersi hakkında düşünün ve dersle ilgili aşağıdaki soruları cevaplayın. Lütfen sorulara cevap vermeden önce, dikkatlice okuyun ve sadece BİR sayıyı daireye alın.

60. Metinlerin uzunluğu hakkındaki düşünceniz nedir?				
Çok kısa 1	Kısa 2	Uygun Uzunlukta 3	Uzun 4	Çok uzun 5

61. Metinlerin okuması sana ne kadar zor/kolay geldi?				
Çok zor 1	Zor 2	Orta zorlukta 3	Kolay 4	Çok Kolay 5

62. Metnleri okuma ile ilgili derse başlamadan önce aktiviteleri (Youtube klipleri izlemek, metinlerle ilgili fotoğrafları okumak ve arkadaşların ile fikirleri tartışmak içeriği anlamak için faydalı?		
Faydalı Değil 1	Faydalı 2	Çok faydalı 3
Lütfen 62. Soruya cevabınızı açıklayabilir misiniz?		

63. Berraklık bağlamında tabletteki “Fun Festivals, Women’s Football and Malala’s Story” ile ilgili okuma aktivitelerini yürütürken akıllı tahtada sunulan talimatlar ne kadar faydalıydı?		
Faydalı değildi 1	Faydalı 2	Çok faydalı 3

64. Okurken anlamadığınız çok sayıda kelime var mıydı?			
Hayır 1	Çok az sayıda 2	Çok 3	Çok fazla sayıda 4

65. Bilinmeyen kelimelerin anlamlarını bulmak için ne yaptınız? Cevaplarınızı aşağı yazınız.
.....

66. Okuma parçalarının konusunu ne kadar ilginç buldunuz?		
İlginc değil 1	İlginc 2	Çok ilginç 3
Lütfen 66. sorunun cevabını açıklayabilir misiniz?		

67. Metni anlama noktasında alıştırma ve aktiviteler (tarama yapma, dikkatli okuma, grup sunumları, geribildirim aşaması ve sınıf blogu) ne kadar faydalıydı?
--

Faydalı değil 1	Faydalı 2	Çok faydalı 3
Lütfen, 67. Soruya verdiğiniz cevabı açıklayabilir misiniz?		
.....		

68. Metinleri anlamada grup tartışmaları nasıl yararlı oldu?		
Yararlı değil 1	Yararlı 2	Çok Yararlı 3
Lütfen, 68. Soruya verdiğiniz cevabı açıklayabilir misiniz?		
.....		

69. Metni anlamada ikiyeşerli çalışmalar nasıl yararlı oldu?		
Yararlı değil 1	Yararlı 2	Çok Yararlı 3
Lütfen, 69. Soruya verdiğiniz cevabı açıklayabilir misiniz?		
.....		

70. Grup sunum hazırlığı okuma becerilerinizin gelişmesinde ne kadar faydalı idi?		
Faydalı değil 1	Faydalı 2	Çok faydalı 3
Lütfen, 70. Soruya verdiğiniz cevabı açıklayabilir misiniz?		
.....		

71. Grup sunum hazırlığı okuma stratejilerini geliştirmesinde ne kadar faydalı idi?		
Faydalı değil 1	Faydalı 2	Çok faydalı 3
Lütfen, 71. Soruya verdiğiniz cevabı açıklayabilir misiniz?		
.....		

72. Grup sunum hazırlığı araştırma bilgisi becerilerinizi geliştirmede ne kadar faydalı idi?		
Faydalı değil 1	Faydalı 2	Çok Faydalı 3
Lütfen, 72. Soruya verdiğiniz cevabı açıklayabilir misiniz?		
.....		

73. Geribildirim aşaması ve sınıf günlüğü (blog'u), okuma faaliyetleri ve dersler hakkında görüşlerinizi yansıtmaya nasıl yararlı oldu?		
Faydalı değil 1	Faydalı 2	Çok faydalı 3
Lütfen, 73. Soruya verdiğiniz cevabı açıklayabilir misiniz?		
.....		

74. “Fun Festivals, Women’s Football and Malala’s Story” konulu dersler hakkında daha başka neler söylemek istersiniz?

Anketi tamamladığınız için teşekkür ederim

Appendix F/3a Pre- task interview schedule

Question 1:

In the questionnaire, you circled this question: ‘what do you consider your level of fluency in Reading English to be?’ as “weak”.

Could you say more about why you circled this option?

How long have you been studying English?

You also circled a questions about your reading habit: ‘I like reading English for pleasure’ as “never”. Don’t you like reading English for pleasure?

What do you mean?

How many English books or stories have you read so for?

What about newspapers?

What did you do at school then? Did not you have a course book?

So you read your course book then did not you?

So do you think you were wasting your time learning English?

Do you like to improve your English this year?

Question 2:

Your answer to the question: ‘Do you find reading in English interesting?’ was “no”

Could you say more about why you feel this way?

Do you think if you understand what you read, will you find reading interesting?

Why don't you use dictionary to help you understand then?

Question 3:

You circled the option: 'I don't generally feel comfortable learning in English classes' as "agree"

Could you explain this a bit more please?

If you don't want to speak, why do you have to speak then?

Really?

How was the class atmosphere generally?

How was your English affected?

Did not you tell your English teacher how you felt?

Question 4:

To Student 1: You circled the option 'Learning English is a waste of time' as "agree"?

Could you say more about why you feel this way?

Do you think you will need English in the future?

For what?

So English is not a waste of time because you will need it wont you?

To Student 2: You circled the option 'Learning English is a waste of time' as "disagree"?

Could you say more about why you feel this way?

Where will you use it?

Do you like learning English?

Do you read listen to any music, or watch English movies or ready anything in English?

What kind of story?

What else do you read?

Where do you get them then?

What do you then? Where do you get stories or but books to read?

Why didn't you ask your teachers to give you something to read?

Really?

What do you mean by real life?

Will you enjoy more if topics are related to your real life?

Question 5:

To Student 1: You circled the option: 'I can imagine myself speaking English with international friends or colleagues' as "strongly agree"

There is conflict with your previous answer. Can you explain this please?

You circled the option 'Learning English is a waste of time' as "agree"?

Question 6:

What do you expect from English class this year?

What about the e-pad?

How?

With your study?

Which skills?

What kind of reading?

What about the e-pad training? You circled that you need training to use the e-pad?

Have not you had one?

Have not you used it?

What else?

Which skill do you want to improve most?

Why?

Have you chatted with anyone before?

From where?

Which language did you communicate with?

Wow your English must be good?

Appendix F/3b Pre- task interview schedule (Turkish)

Soru 1:

Anketteki bu soruya: ‘Sana gore İngilizce Okumada akıcılık düzeyin nedir?’ “zayıf” olarak cevap verdin.

Bu secenegi nicin isaretlediginle ilgili biraz daha aciklik getirebilirmisin?

Nazamandan beridir İngilizce okuyorsun?

Okuma aliskanliginla ilgili sorye: ‘İngilizceyi zevk için okurum’ sikkini “asla” olarak isaretledin. İngilizceyi zevk için okumaktan hoslanmazmisin?

Ne demek istiyorsun?

Simdiye kadar kac tane İngilizce kitap ya da hikaye okudun?

Ya gazete?

Okulunda ne yaptin? Kurs kitabın yokmuydu?

Demekki kurs kitabı okudun degilmi?

Sence zamanini İngilizce ogrenmekle bosuna mi harcadin?

Bu sene İngilizcenı gelistirmek istermisin?

Soru 2:

Bu soruya ‘İngilizce okumayı ilginç buluyor musun?’ “Hayır” olarak cevap verdin.

Nicin boyle hissettigin ile ilgili biraz daha aciklayabilirmisin?

Sence okudugunu anlarsan okumayı sevecekmisin?

Okudugunu anlamak için neden sözlük kullanmıyorsun?

Soru 3:

Bu soruya verdigin cevap is: ‘İngilizce öğrenim sınıflarından genel olarak hoşnut değilim’ as
“katiliyorum”

Cevabini biraz aciklayabilirmisin lutfen?

Eger konusmak istemezsen neden konusmak zorundasın o zaman?

Gerçekten mi?

Sınıfın atmosferi genellikle nasıldı?

İngilizcen nasıl etkilendi?

Ne hissettiğini İngilizce öğretmenine söyledin mi?

Soru 4:

1.ci öğrenciye: bu anket sorusuna ‘İngilizce öğrenmek vakit kaybıdır’ “katiliyorum”? diye
cevap verdin.

Nicin böyle hissettiğin ile ilgili biraz daha aciklayabilirmisin?

Sence İngilizceye ihtiyacın olacak mı ilerde?

Ne için?

O zaman İngilizce zaman kaybı değil çünkü ileride kullanacaksın değil mi?

2.ci öğrenciye: bu anket sorusuna ‘İngilizce öğrenmek vakit kaybıdır’ “katilmiyorum”? diye
cevap verdin.

Nicin böyle hissettiğin ile ilgili biraz daha aciklayabilirmisin?

Nerede kullanacaksın?

İngilizceyi seviyormusun?

Herhangi bir music ya da ingilizce film ya da İngilizce herhangi birsey okuyormusun?

Ne tur hikaye?

Baska ne okursun?

Nereden buluyorsun ozaman?

Ozaman ne yapıyorsun? Hikaye ya da kitaplari nereden buluyorsun?

Neden ogretmenlerine sormadin okuman için birsey vermeleri için?

Oylemi?

Gercek hayatla ne demek istiyorsun?

Konuyu daha da sevecek misin gercek hayatla ilişkili ise?

Soru 5:

Birince ogrenciye: bu anket sorusuna: ‘Kendimi uluslararası arkadaşlarla veya meslektaşlarla konuşurken hayal edebiliyorum’ as “strongly kesinlikle katiliyorum” diye cevap verdin.

Bu cevabin bir onceki soruyla celisiyor. Cevabini bunu aciklayabilir misin?

“İngilizce ogrenmek zaman kaybidir” sikkina “katiliyorum” olarak isaretledin?

Neden?

Nasil?

Hic mi sevmedin?

Anladim.

Question 6:

Ingilizce sinifindan bu yil beklentin ne?

Peki tableten?

Nasil?

Calismanla?

Hangi beceriler?

Ne tur okuma?

Peki tablet egitimi? Tablet egitimine ihtiyacim var secenegeni isaretledin?

Bir tanen yok mu?

Baska ne?

Hangi beceriye ilerletmek istiyorsun?

Neden?

Daha once herhangi biriyle sohbet ettinmi?

Nereden?

Hangi dili kullandin?

Wow ingilizcen iyi olmali?

Appendix F/4a Post- task interview schedule

Question 1:

How did you find the activities in lesson, on the topics “Women’s Football, Fun Festivals and Malala’s Story” in general?

Did you like the activities in this class?

Can you explain your answer please?

How you found any particular activity that made you think it was boring?

How did you find the activities in lesson, on the topics “Women’s Football, Fun Festivals and Malala’s Story” in general?

How nice?

All the activities?

Which activity or activities did you like most?

What did like in YouTube clips?

What about the girl that you were asked to imagine?

What about the class blog discussion?

What did you learn?

Which activity or activities did you like least or you did not like?

What made you nervous?

What about your second, third and fifth presentations and interview process?

What else did you like or did not you like about the activities?

All the activities or some of them?

Which activity or activities did you like most?

Which ones?

Why did you like it?

How were the questions?

How this visualisation has influenced language learning?

Have you heard or watched Malala in the TV.

Did you like the reading text about her?

What did you like about her?

What else did you like in the lesson?

What else?

Can you explain what do you mean by authentic please?

YouTube?

We will as long as you like it?

How warm?

Really?

Who long?

All activities or some of them?

Which activity or activities did you like most?

What did you like about them?

How confident and can you give me an example please?

Did you do it?

Did not you find the Interview a bit difficult?

Did you find anything that was difficult for you?

What else did you like or you did not like about the activities?

What made you this that?

YouTube video?

Discussing how?

Do you like watching football then?

Without technology like smart-board and e-pads?

Possible!

How did you find the activities in lesson, on the topics “Fun Festivals, Women’s Football and Malala’s Story” in general?

All activities or some of them?

Which activity or activities did you like most?

What did you like about them?

Did you like searching on the Internet?

What did you learn?

What strategies?

How fast?

Do you read everything or what you need?

Do then read all the information?

So did you like the activities?

How effective?

What benefits?

Can you explain it a bit more please?

How do you feel about the way the English lesson on the topics “Women’s Football, Fun Festivals and Malala’s Story” is given in general?

All the activities or some of them?

Which activity or activities did you like most?

What did you like about them?

Question 2:

What did you think of the themes of the reading texts in general?

Why do you think so?

Sorry I did not realize that. But how you are going to sort the problems unless you discuss them?

Can you explain your sentence a bit more please?

In what way?

In what way?

What about the other themes?

How?

Do you think Women Football was an appropriate theme?

How provoke?

Do not you think that de-motivate the class if you found it unusual?

Yes, what topics do they like generally?

What about you?

Romantic?

How?

How interesting?

All of them or some of them?

In what way?

Why were they interesting?

Can you explain it a bit more please?

Why not?

Do they?

What do you mean by touching? Can you explain it a bit more please?

Do you have similar situation here in Turkey?

What about the other themes?

What did you like about them?

Thinking what?

When was happened?

In your village?

How can you help them?

Do you like to be a teacher then?

How did you like them?

How much?

Why?

Which one did you like the most?

Why?

How much did you think about her?

What did you think?

Question 3:

Do you like this way of learning in general?

Do you like learning English involving the use of e-pad?

If yes, what did you like about it in particular?

If no, what did you not like about it?

Do you have any suggestion about how the use of e-pad in the lessons could be improved?

In which way would the way you suggest improve the lesson?

What do like about it?

Can you give me some examples of what is motivating and enjoyable of this way of learning?

What do you mean by in the past?

How do you know they are improving?

In English?

Do you chat about the lesson or just normal conversation?

Do you visit that website?

How often?

How many stories have read so far?

What level?

Did you like them?

Do you think your reading skill is improving by reading those books?

Do you have any knowledge of anyone else who read books from that website?

What else?

How confidence?

I am glad you like the lessons and hear those nice words.

What did you like about it in particular?

Do you think they are busy with them learning or just busy doing something else?

What else?

How nice?

Did you find anything difficult when searching for information?

How easy?

What else?

What did you ask at the end?

Did they answer your question?

Were you satisfied with the answer?

Anything else?

How the e-pad has brought positive change to your learning?

Can you explain it a bit more please?

What else?

Did they ask you why you asking them questions?

Did you like it?

How much?

For example?

What else?

Did I?

How?

How useful?

What did you learn?

How did it improve your speaking skills?

Did you like their ideas?

What do you mean by the content?

For example?

I hope so.

In which way would the way you suggest improve the lesson?

What types of apps?

How?

Do you know how to build?

Where did you learn to create apps then?

How long?

Did you learn many things?

What else?

What did you like about it?

What do mean by effective?

What did you learn from them?

Do you like it?

Why?

What else?

What do you like about it?

Did you like all of them?

Why?

In what way?

Do you listen to BBC Radio 4?

Where did you find that channel?

Oh yes, I remember. Well done! You are on the right track.

What do you like about it?

What else?

Do you like this way of learning in general?

What do you like about it?

Can you give me an example of the things?

Do you like learning English?

What do you like about it?

On your own?

Is it difficult?

What else?

Was it slow?

How did this slowness affect your learning?

I will talk to the head if it helps!

It is still new and need time to improve the network!

What do you like about it?

How the e-pad may it easy for you?

Did you have those opportunities before?

How time?

Presentations?

What did you do?

Anything you did not like?

Time consuming?

Do you need key board them?

True!!!

What else?

What do you mean by expressing yourself?

How this class provides you the opportunity to practice your reading skills?

Was searching on the Internet useful then?

How have you realized the improvement in your reading skills?

Don't you look up that often?

Good!

How meaningful?

All of them?

Question 4:

How did you find the activities in terms of difficulty in general?

Did you find it difficult to understand the reading texts you read about "Women's Football, Fun Festivals and Malala's Story"?

Did you find it difficult to use the e-pad?

Did you find it difficult to work with you group?

Did you find it difficult to work on your own when you searched online and conduct the interview?

How was the course in Oxford?

What are you doing to improve your English?

So were the activities fine in terms of difficulty?

Did you find it difficult to understand it?

How easy?

From who?

Did they?

What about the interview?

Why?

What else?

Did not you want to give up doing the activity when you found it hard?

What did you do then to get used to it?

What about the interview?

How?

What did you do to find out the meaning of the unknown words?

What about handling the e-pad?

How was your group? Did you find it difficult get work with your group?

Did you find it hard to work on your own when you searched online and prepared the presentations?

How did you find the activities in terms of difficulty in general?

Were there many words that you did not know in the texts?

What did you do to find out their meanings?

Did you find it difficult to use the e-pad?

What did you do to overcome the difficulty of using the e-pad?

What about the texts, did you understand them easily or were they difficult to understand?

What did you do?

How much did they help you?

Very easy?

Anything difficult?

Didn't the difficulty of the text put you off?

What did you do?

How did YouTube help?

Were the discussions help that much?

What else?

What did you do to find out the meaning?

Why Google translate not online dictionary?

Both of them then?

With whom?

Why?

Can you give me an example please?

What did you do then?

Was she ok with that?

So you sort it together then?

The screen?

Yes, I looked at it but it was ok then?

Again?

How easy?

What made them easy?

How working together made it eay?

Did you like the discussion?

How useful?

Did not you find anything difficult?

What did you do?

From whom?

Did they help you?

What did you do to find the meaning?

Were they useful?

How often did you look up the dictionary?

Did you find the meaning easily?

Did not you find anything difficult?

What did you do?

What made them easy to understand?

How the YouTube made you understand them?

Which one was the best?

Question 5:

Overall how would you describe your feelings about using an e-pad in carrying out the tasks on the topics “Women’s Football, Fun Festivals and Malala’s Story”?

Can you say a bit more about your feelings please?

How did it motivate you?

How happy?

So are you happy for having one?

You just said the e-pad motivated you and changed the atmosphere of the class. Do you think is it the e-pad that motivated you or something else in the class?

How does interaction motivate you?

Anything else?

Which one?

All of them?

Anything difficult you found?

How?

How do you feel about it?

How?

Did you find it difficult?

How easy?

Everybody?

How do you know?

How do you do that?

Where?

Why?

How was it?

Why did not you tell then?

Can you explain it a bit more how positive please?

Did it?

How?

Where did you go find materials then?

How expensive?

Really?

Yes I suppose so!

Why was it fun?

Little or very much?

What else?

How?

Did not you want to give up doing the activity when you found it hard?

What did you do then to get used to it?

Which one in your group?

Question 6:

How do you feel about the way the English lesson on the topics “Fun Festivals, Women’s Football and Malala’s Story” is given in general?

How do you feel about way the lesson was delivered?

How do you find the teaching style and the way the lessons are present in this class?

Did you find it difficult to follow the instructions on the smart-board and working with the e-pad to carry out the tasks at the same time?

How do you feel about the way the English lesson on the topics “women football, fun festivals and Malala’s Story” is given in general?

How nice?

How do you find the teaching style and the way the lessons are present in this class?

Did you find it difficult to follow the instructions on the smart-board?

Which ones?

Did not you want to give up doing the activity when you found it hard?

What did you do then to get used to it?

What about the interview?

How?

What did you do to find out the meaning of the unknown words?

What about handling the e-pad?

How was your group? Did you find it difficult get work with your group?

Did you find it hard?

How hard?

Did they?

Where they helpful?

How do you feel about it?

How?

How clear?

What do you mean properly, for the first time by experiencing it?

What did you like most about those clips?

Do you mean that it affected you positively?

How does it reflect the life here?

What about the fun festivals?

You mentioned that you were learning properly for the first time. What did you mean?

Did not you like it previously?

How harsh?

Why did not you talk to him or her?

What about here my teaching then?

Did you like it?

How much did you improve?

By doing what?

Does it help?

How much did you improve you reading skills then?

What do you read?

Which one?

Can you give me some example?

A, B, C?

They are nice, yes.

Do you listen to the audio version of it then?

How did you find it?

Did you like it?

How often do you go on that website?

Every day

Did you find it difficult to follow the instructions on the smart-board?

Which one?

Overall?

Was my explanation useful?

Which points?

Can you explain your answer please?

For example?

How this imagination has affect your feeling at that moment?

Very positive?

What did you imagine?

Was it sad?

How?

Did not you like it in the past?

What restrictions?

Only grammar?

Do you like this way then?

What do you read?

Which one?

Can you give me some example?

Did you like the activities then?

What did you like most?

How authentic?

Do you like to have more of those activities?

On what themes or topics?

Do you like cultural themes?

Can you explain your answer please?

We are doing different teaching that's why she is different?

Does not she speak in English?

We will see?

How much did you like this style?

What did you like about it?

Who motivating?

How do you know?

I love teaching, you are right.

Which ones?

What my explanation help with that points?

How easy?

Do you have one?

How long have you had it??

2 years?

What do you do with it?

Do you use it for you lessons?

What game?

Do you read the instructions?

Are you in English?

Do you understand them?

Since when?

Did I?

How motivating?

How useful?

What else?

Does the example help you to understand the instruction clearly?

Question 7:

What do you think you have gained or learnt from using the e-pad to learn English so far?

Cannot you do them without the e-pad?

List out three things which you feel the e-pad has been useful for your reading skills?

List out three things which you feel the e-pad has not been useful for your reading skills?

How much did you read when you did your research?

What else?

What about the feedback stage?

How useful?

Is that what you think?

How was your group? Did you find it difficult get work with your group?

Did you find it hard to work on your own when you searched online and prepared the presentations?

How do you feel about it?

How?

How do you find it?

Did you find it difficult?

What do you think?

How much?

So do you thing saving time and money affect your learning?

How?

How far?

Why don't you use in the school?

Nothing?

Really?

What else?

On your own?

What about with friends?

So both?

For your life?

After the school?

How much did you improve?

Do you do extra things with it?

What?

Researching what?

About the lessons?

How much did your reading skills improve?

What strategies?

When do you use them?

What else?

Freedom?

What do you mean by it gives you freedom?

Do you read a lot?

On your own or with family friends?

Do you like it?

What do you mean by interesting?

Can you explain a bit more about the YouTube clips?

What else do you think was interesting about the activities?

Useful? Can you explain it please?

Question 8:

Do you generally feel comfortable in this class?

Sub-pre-prepared questions in bold:

(If yes) how long did it take you to feel comfortable?

Did you feel like this the whole time?

If not, when did you start to feel like this?

(If no) can you tell me why?

Did you feel like this the whole time?

If not, when did you start to feel like this?

How long did it take you to feel comfortable?

How long did it take you to feel comfortable?

Did you feel like this the whole time?

How do you know that you felt comfortable?

What do you think?

How do you know?

Can you give me an example?

What makes you feel comfortable?

At the beginning or end of the lessons?

What in particular?

What kind of support do you get from your friends?

How positive?

With what?

What else?

What difference does it make you then?

Why not last year?

What makes you feel comfortable?

Can you explain your answer please?

Did you like working in your group then?

Do you think that your group made you feel comfortable?

What else?

From the beginning or which part of the lesson?

Through it?

How did I make you feel that?

Yes I remember?

Did you like that speech?

Was there anything that made you feel uncomfortable?

Anything else?

Did you like posting your ideas?

What did you learn from it?

Did you like their comments?

What makes you feel comfortable?

The atmosphere?

How?

How does it affect you?

Did you feel this since them?

Good!

Do you thing feeling comfortable then is important?

How?

How much you like it?

How much you learn?

Can you really?

With whom?

In English?

When did you start chatting with them?

How did you find them?

Question 9:

Do you generally feel confident in this class?

Sub-pre-prepared questions in bold:

(If yes) how long did it take you to feel confident?

Did you feel like this the whole time?

If not, when did you start to feel like this?

(If no) can you tell me why?

Did you feel like this the whole time?

If not, when did you start to feel like this?

Do you generally feel confident in this class?

How long did it take you to feel confident?

Which period you feel made you more confident?

Did you like it?

Did not you find it a bit difficult?

Did you feel like this the whole time?

Did you feel confident during the class?

How do you know that you felt confident?

Do you?

What else?

Can you give me an example?

Really?

All the time?

How?

Can you gie me an example please?

What?

What else?

Any example?

What makes you feel confident?

At the beginning or end of the lessons?

How do you know that you felt confident?

Why not?

What do you mean by desire?

How passive?

Was it that bad?

I see!

How do you know that you felt confident?

Did you like it?

Was it difficult to ask questions to other students?

How fun?

What else makes you confident?

Really?

Do you like working together?

How?

Did you learn much from them?

What did you share?

Who helped you?

All or some of them?

Did you feel this way all the time?

What make you feel this way?

Which one?

Interview and presentation?

Why?

How did you gain it?

Do you like to do more of those presentation activities then?

Anything in your mind?

Question 10:

What was your impression in terms of how the students participated overall to the activities in the class?

Why do you think like that?

Did their participation was higher at the beginning or end of the lessons?

Why do you think that the participation was high at the beginning or end of the lessons?

What do you mean by engaging? Can you explain it a bit more please?

Why?

Which activity or lesson did you like least?

Do you like to have a keyboard for you e-pad?

Did their participation was higher at the beginning or end of the lessons?

Why do you think so?

How?

What do you mean by nice?

Give me an example please?

How do you know?

How often do you talk about the lessons?

In English?

About the activities?

Really?

Wow!

How not you experienced students participate like this before?

Did their participation was higher at the beginning or end of the lessons?

How do know with pleasure?

Yes I saw?

What else do you like to add?

What about the interview process?

Really?

How have you realized that?

Can you give me some examples please?

Were there anybody you realized that he or she did not participate?

All the activities or some?

How do you know they loved them?

When did they say that?

Which activity did you like best and why?

Confidece for what?

Did not you have it before?

KASIM KORUYAN

PI: B8956287

All of them?

Why do you think so?

How do you know they liked it?

You?

Appendix F/4b Post- task interview Schedule (Turkish)

Soru 1:

Genel olarak “Women’s Football, Fun Festivals and Malala’s Story” konulari ile ilgili derslerin aktiviteleri, nasıl buldunuz?

Bu sınıftaki aktiviteleri sevdiniz mi?

Cevabinizi açıklayabilir misin lütfen?

Sıkıcı olduğunu düşündüğün herhangi bir aktivite var mıydı?

Genel olarak “Women’s Football, Fun Festivals and Malala’s Story” ile ilgili derslerin aktivitelerini nasıl buldunuz?

Nekadar güzel?

Tüm aktiviteler mi?

Hangi aktivite veya aktiviteleri daha çok begendin?

YouTube klipleri ile ilgili neyi sevdin?

Peki senden hayal etmeni istendigi kız?

Sınıf blog tartışma hakkında ne dusunuyorsun?

Ne öğrendin?

Hangi aktivite veya aktiviteleri daha az begendin veya sevmedin?

Seni endiselendiren ne?

İkinci, üçüncü ve beşinci sunumlar ve görüşme süreci hakkında neler dusunuyorsun?

Aktiviteler ile ilgili başka ne beğenedin yada beğenmedin?

Tüm etkinlikler mi ya da bazıları mı?

Hangi aktivite veya aktiviteler en çok sevdiğin?

Hangileri?

Neden hoşuna gitti?

Sorular nasıldı?

Bu görsellik dil öğrenimini nasıl etkiledi?

Malala'yi duydun veya televizyonda izledin mi?

Onun hakkındaki okuma metnini sevdiğin mi?

Onun hakkında neyi sevdiğin?

Derste başka neler sevdiğin?

Başka?

Otantik ile ne demek istediğini lütfen açıklayabilir misin lütfen?

YouTube?

Yapamaz hoşuna gittiği sürece?

Nasıl sıcak?

Gerçekten mi?

Nwe kadar uzun?

Tüm aktiviteler mi ya da bazıları mı?

Hangi aktivite ya da aktiviteleri en cok sevdin?

Onlar ile ilgili ne sevdin?

Ne kadar emin ve bana bir örnek verebilir misin?

Sen mi yaptın?

Röportajı biraz zor bulamadın mı?

Senin için herhangi bir şeyi zor buldun mu?

Aktiviteler ile ilgili başka ne beğendin yada begenmedin?

Bunu sana ne yaptırdı?

YouTube video mu?

Nasıl tartışma?

Ozaman futbol izlemeyi seviyorsun degilm?

Akıllı-tahta veya tablet gibi teknoloji olmadan mi?

Mumkun!

"Kadınlar futbol, eğlenceli festivaller ve Malala hikayesi" ile ilgili aktiviteleri genel olarak nasıl buldun?

Tüm aktiviteler mi ya da bazıları mı?

Hangi aktivite veya aktiviteleri daha çok beğendin?

Onlar ile ilgili ne sevdin?

Internet üzerinde arama yapmayı sevdin mi?

Ne öğrendin?

Ne stratejileri?

Ne kadar hızlı?

Herşeyi okuyormusun ya da ne okuyorsun?

Sonra tüm bilgileri okur musun?

Yani aktiviteleri sevdin mi?

Ne kadar etkili?

Ne faydası?

Biraz daha açıklar misin lutfen?

"Bayanlar Futbol, Fun Festivaller ve Malala Hikayesi" konuları ile ilgili İngilizce dersinin sunuluşu biçimi ile ilgili genel olarak ne düşünüyorsun?

Tüm aktiviteler mi ya da bazıları mı?

Hangi aktivite veya aktiviteler daha çok sevdin?

Onlar ile ilgili ne sevdin?

Soru 2

Genel olarak okuma metinlerinin temaları hakkında ne düşünüyorsun?

Neden böyle düşünüyorsun?

Üzgünüm fark etmedim. Ama tartışmadan sorunları nasıl cozeceksin?

Cümleleri biraz daha açıklayabilir misin lütfen?

KASIM KORUYAN

PI: B8956287

Ne şekilde?

Ne şekilde?

Peki diğerkonular?

Nasıl?

Bayanlar Futbolunun' uygun bir tema olduğunu düşünüyor musun?

Nasıl provoke?

Eğer sınıf onu sıradışı bulursa, de-motive olacaklarını düşünmüyor musunuz?

Evet, ne konular genellikle seviyorsun?

Ya sen?

Romantik?

Nasıl?

Ne kadar ilginç?

Hepsi mi ya da bazıları mı?

Ne şekilde?

Neden ilginçtiler?

Biraz daha açıklayabilirmisin lütfen?

Neden olmasın?

Onlar mı?

Dokunaklık ile ne demek istiyorsun? Biraz daha açıklar misin?

Benzer bir durum var mı burada, Türkiye'de ?

Peki diğer temalar?

Onlar ile ilgili ne hoşuna gitti?

Ne düşünüyorsunuz?

Ne zaman oldu ki?

Sizin Köyde?

Onlara nasıl yardımcı olabilirsiniz?

Öğretmen olmak istiyorsun ozaman?

Onlari nasıl sevdin?

Ne kadar?

Neden?

En cok hangisini sevdin?

Neden?

Onu nekadardusundun?

Ne dusundun?

Soru 3:

Genel olarak bu yontemle öğrenmeyi sever misiniz?

Tablet kullanımını içeren İngilizce öğrenme sever misiniz?

Evet ise, onunla ilgili olarak özellikle ne hoşuna gitti?

Hayır ise, neyini sevmedin?

Derslerde tabletin kullanımı ile ilgili nasıl geliştirilebileceğine dair herhangi bir önerin var mı?

Hangi yol senin önerdiğin öneri dersin verimliliğini artıracak?

Onunla ilgili ne hoşuna gitti?

Bana bu şekilde öğrenmenin motive edici ve keyifli ile ilgili bazı örnekler verebilir misin?

Geçmişte ile ilgili ne demek istiyorsun?

Gelişitliklerinin nasıl biliyorsun yada farkına varıyorsun?

İngilizce?

Dersle ilgilimi yoksa sadece normal sohbet mi ediyorsun?

O web sitesini ziyaret ediyor musun?

Ne sıklıkla?

Şimdiye kadar kaç hikaye okudun?

Hangi seviyede?

Hoşuna gitti mi?

Sence okuma becerilerin bu kitapları okuyarak gelişiyor mu?

O web sitesinde kitap okuyan herhangi birinden haberin var mı?

Başka?

Nasıl güven?

Derslerin hoşuna gittigine ve böyle güzel kelimeleri duymaya sevindim.

Özellikle onun ile ilgili ne hoşuna gitti?

Sence öğrenme ile ilgili meşgullar ya da sadece başka bir şey yapmakla meşguller?

Başka?

Nasil hoş?

Bilgi ararken herhangi bir zorlukla karsilastin mi?

Ne kadar kolay?

Başka?

En sonda ne sordun?

Soruna cevap verdiler mi?

Cevap tatmin edicimiydi?

Başka birşey?

Tablet öğrenmeye nasıl olumlu bir değişim getirdi?

Biraz daha açıklayabilir misin?

Başka?

Senin onlara neden soru sordugunu sordular mi?

Beğendin mi?

Ne kadar?

Örneğin?

Başka?

Ben mi?

Nasıl?

Ne kadar yararlı?

Ne öğrendin?

Sizin konuşma becerinizi nasıl geliştirdi?

Onların fikirlerini sevdin mi?

İçerik ile ne demek istiyorsun?

Örneğin?

Umarım.

Hangi yol senin önerdiğin yol dersin verimliliğini artıracak?

Ne tür uygulamalar?

Nasıl?

Nasıl yapıldığını biliyor musunuz?

Uygulamaların nasıl yapıldığını nereden öğrendin?

Ne kadar uzun?

Çok şey öğrendin mi?

Başka?

O konuda ne öğrendin?

Etkileyici ile ne demek istiyorsunuz?

Onlardan ne öğrendin?

Beğendin mi?

Neden?

Başka?

Onun ile ilgili ne hoşuna gidiyor?

Hepsini sevdin mi?

Neden?

Ne şekilde?

BBC Radyo 4 dinliyor musunuz?

O kanalı nereden buldun?

Aaa evet, hatırladım. Aferin! Doğru yoldasın.

Onunla ilgili ne hoşuna gitti?

Başka?

Genel olarak bu şekilde öğrenmeyi sever misiniz?

Onunla ilgili ne hoşuna gitti?

Bana o şeylerden bir örnek verebilir misin?

İngilizce öğrenme hoşuna gidiyormu?

Onunla ilgili ne hoşuna gitti?

Kendi basınami?

Zor mu?

Başka?

Yavaş mıydı?

Bu yavaşlık öğrenmeni nasıl etkiledi?

Eğer ise yararsa mudurle konuşacağım!

Hala yeni ve ağı geliştirmek için zamana ihtiyaç var!

Onunla ilgili ne hoşuna gitti?

Senin için tablet nasıl kolaylastirdi?

Daha önce bu fırsatlar var mıydı?

Nasıl zaman?

Sunumlar?

Ne yaptın?

Hoşlanmadığı bir şey?

Zaman alıcı?

Ozaman klavyeye ihtiyacın mı var?

Gerçek!!!

Başka?

Kendini ifade etmekle ne demek istiyorsun?

Bu sınıf sana okuma becerilerini uygulamada nasıl fırsat sağladı?

Internette arama yararlimiydi ozaman?

Okuma becerilerinin gelismesinin farkina nasıl vardin?

O kadar sık sık bakmiyormusun?

İyi!

Nasıl anlamlı?

Hepsi?

Soru 4:

Aktiviteleri zorluk açısından nasıl buldunuz?

“Bayan Futbol, Fun Festivaller ve Malala Hikayesi” ile ilgili okuma metinlerini anlamak için zor buldunuz?

Tableti kullanmayı zor buldun mu?

Grup çalışmasını zor buldun mu?

Online arama yaparken ve anket uygularken kendi başına çalışmayı zor buldun mu?

Oxford taki kurs nasıldı?

İngilizceyi geliştirmek için ne yapıyorsun?

Yani aktiviteler iyimiydi zorluk açısından zormuydu?

Onu anlamak için zor mu buldun?

Ne kadar kolay?

Kimden?

Onlar mı?

Peki mülakat?

Neden?

Başka?

Zor buldugunda aktiviteyi yapmaktan vazgeçmedinmi?

Peki buna alışmak için ne yaptın?

Peki mülakat?

Nasıl?

Bilinmeyen kelimelerin anlamlarını öğrenmek için ne yaptın?

Peki tableti kullanmak?

Grubun nasıl? Gubunla çalışmak zor buldunmu?

Online arama yaparken ve anket uygularken kendi basına çalışmayı zor buldun mu?

Nasıl genel zorluk açısından faaliyetlerini buldunuz?

Online arama yaparken ve anket uygularken kendi basına çalışmayı zor buldun mu?

Aktiviteleri zorluk açısından zor buldunmu?

Bilinmeyen çok kelime varmiydi?

Anlamlarını bulmak için ne yaptın?

Tableti kullanmayı zor buldunmu?

Tableti kullanama zorluğunu aşmak için ne yaptın?

Peki metinler, onları kolay mi yoksa zormu mu buldun anlamak icin?

Ne yaptın?

Onlara ne kadar yardım ettin?

Çok kolay mi?

Herhangi bir şeyi zor buldunmu?

Metnin zorlugu seni seni biktirmedimi?

Ne yaptın?

YouTube nasıl yardımcı oldu?

Tartışmalar o kadar yardımcı oldumu?

Başka?

Anlami bulmak için ne yaptın?

Neden Google Translate de çevrimiçi sözlü değil?

İkisi o zaman?

Kiminle?

Neden?

Bana bir örnek verebilir misin lütfen?

Peki sonra ne yaptın?

Peki o bununla tamammiydi?

Yani birlikte çalışarak halletiniz ozaman?

Peki ya ekran?

Evet, ona baktim ama ozaman tamamdi?

Tekrarmi?

Ne kadar kolay?

Birlikte calismak nasil onu kolaylastirdi?

Tartisma hosuna gittimi?

Nasil yararli?

Peki herhangi bir şeyi zor bulamadın mı?

Ne yaptın?

Kimden?

Sana yardımcı oldularmi?

Eğer anlamını bulmak için ne yaptın?

Yararlı mıydı?

Ne kadar sıklıkla sözlüğe baktın?

Anlamı kolayca buldun mu?

Peki herhangi bir şeyi zor bulamadın mı?

Ne yaptın?

Onlari anlamak için kolay yapan ne?

Peki YouTube sana nasil yardimci oldu onlari anlamak icin?

Hangisi en iyiydi?

Soru 5:

Genel olarak tablet kullanarak “women’s football, fun festivals and Malala’s story” konulari ile ilgili yaptigin aktiviteler hakkında duygularini nasil tarif edersin?

Duygularini biraz daha acabilirmisin lütfen?

Seni mnasıl motive etti?

Nekadar mutlu?

Yani birine sahip oldugun icin mutlu musun?

Az once tabletin seni motive ettigini ve sınıfın başka bir atmosferini deęiřtirdi söyledin.

Sadece tablet mi yoksa başka bir şey mi seni motive eden?

Etkileřim seni nasıl motive ediyor?

Başka birşey?

Hangisi?

Hepsi?

Herhangi birşeyi zor bulundu?

Nasıl?

Bunu nasıl hissediyorsunuz?

Nasıl?

Zor buldun mu?

KASIM KORUYAN

PI: B8956287

Ne kadar kolay?

Herkes?

Nereden biliyorsun?

Onu nasıl yaptın?

Nerede?

Neden?

Nasıldı?

Neden ozaman söylemedin?

Nasil olumlu oldigini biraz daha açıklayabilir misin lütfen?

Bunu yaptımı?

Nasıl?

Ozman malzeme bulmak icin nereye gittin?

Ne kadar pahalı?

Gerçekten mi?

Evet sanırım öyle!

Neden eğlenceliydi?

Az ya da çok?

Başka?

Nasıl?

Birakmak aklından gecedimi aktiviteyi zor buldugunda?

Peki sonra buna alışmak için ne yaptın?

Gurubundaki hangisi?

Soru 6:

Genel olarak “women football, fun festivals and Malala’s story” konuları ile ilgili İngilizce derslerinin sunulus yöntemi hakkında ne düşünüyorsunuz?

Dersin isleyisiyle ilgili ne düşünüyorsunuz?

Öğretim stili ve derslerin sunusu ile ilgili ne düşünüyorsunuz?

Akıllı tahtadaki talimatları takip etmek ve aynı zamanda tablet ile çalışmak zor oldumu?

"Kadınlar futbol, eğlenceli festivaller ve Malala Hikayesi" ile ilgili İngilizce dersinin sunulusu hakkında genel olarak ne düşünüyorsunuz?

Nasıl hoş?

Bu sınıfta öğretim stili ve derslerin sunusu ile ilgili ne düşünüyorsunuz?

Akıllı tahtadaki talimatları takip etmek zor oldumu?

Hangileri?

Peki aktiviteyi yapmada zorlandığın zaman vazgeçmek istemedinmi?

Buna alışmak için ne yaptın peki?

Mülakat?

Peki mülakat?

Neden?

Başka?

Zor buldugunda aktiviteyi yapmaktan vazgeçmedinmi?

Peki buna alışmak için ne yaptın?

Peki mülakat?

Nasıl?

Bilinmeyen kelimelerin anlamlarını öğrenmek için ne yaptın?

Peki tableti kullanmak?

Grubun nasıl? Gubunla çalışmak zor buldunmu?

Zorlu buldun?

Nekadar zor?

Onlar mı?

Yararlı mıydılar?

Onun için ne hissettin?

Nasıl?

Nasıl açık?

Düzenli şekilde, ilk kez bunu yaşayarak ile ne demek istiyorsun?

O klipler ile ilgili en çok ne hoşuna gitti?

Seni olumlu etkilediğimi demek istedim?

Buradaki hayatı nasıl yansıtıyor?

Peki fun festivaller?

İlk kez düzgün şekilde öğrendiğini belirttin. Ne demek istedin?

Daha önce beğenmedin mi?

Ne kadar sert?

Neden onunla konuşmadın?

Peki benim öğretimim ile ilgili ne düşünüyorsun?

Beğendin mi?

Ne kadar geliştin?

Ne yaparak?

O yardımcı olur mu?

Okuma becerilerini ne kadar geliştirdin peki?

Ne okuyorsun?

Hangisi?

Bana biraz örnek verebilir misin?

A B C?

Onlar evet, güzel.

Ozaman dinleme versiyonunu dinliyorsun değil mi?

Nasıl buldun?

Beğendin mi?

Ne kadar sıklıkla o web sitesini ziyaret ediyorsun?

Her gün?

Talimatları akıllı takip etmeyi zor buldunmu?

Hangisi?

Genel mi?

Benim açıklama yararlı oldu mu?

Hangi noktalar?

Cevabını açıklayabilir misin lütfen?

Örneğin?

Bu hayal etme o anda duygunu nasıl etkiledi?

Çok mu olumlu?

Neyi hayal ettin?

Üzücü müydü?

Nasıl?

Geçmişte sevmedinmi mi?

Ne kısıtlamalar?

Sadece gramer?

Bu şekilde seviyorsun ozmana?

Ne okuyorsun?

Hangisi?

Bana biraz örnek verebilir misiniz?

Aktiviteleri sevdinmi ozaman?

En çok hangisini sevdin?

Nasıl otantik?

Bu aktivitelerden daha da ister misiniz?

Hangi temalar ya da konu hakkında?

Kültürel temaları sever misin?

Cevabini açıklayabilir misin lütfen?

Farklı şeyler yapıyoruz o yüzden oda farklı?

İngilizce konuşmuyormu?

Göreceğiz?

Bu tarzi ne kadar sevdin?

Onun ile ilgili ne hosuna gitti?

Kim motive edici?

Nereden biliyorsun?

Haklısın, öğretimeyi seviyorum.

Hangileri?

Ne kadar kolay?

Sende var mı?

Ne zamandan beri?

2 yıl?

Onunla ne yapıyorsun?

Dersler için kullanıyorsun?

Ne oyunu?

Talimatları okuyorsun?

İngilizce mı okuyorsun?

Onları anlıyor musun?

Ne zamandan beri?

Ben mi?

Nasıl motive edici?

Ne kadar yararlı?

Başka?

Örnek sana talimatı açıkça anlamak için yardımcı oluyormu peki?

Soru 7:

Bugüne kadar tablet kullanarak İngilizce öğrenmekten ne kazandın veya öğrendiğini düşünüyorsunuz?

Tabletin okuma becerilerin için yararlı olduğunu hissediyorsan üç şeyler yaz?

Tabletin okuma becerilerin için yararlı olmadığını hissediyorsan üç şeyler yaz?

Araştırma yaptığında ne kadar okudun?

Başka?

Geribildirim bolumu?

Ne kadar yararlı?

Öyle mi düşünüyorsun?

Gurubun nasilsı? Grubunla calismayi zor buldumu?

Online arama ve sunumlari hazırladigin zaman kendi basini çalışmayı zor buldunmu?

Bunu nasıl hissediyorsunuz?

Nasıl?

Bunu nasıl buluyorsunuz?

Eğer zor buldunuz?

Ne düşünüyorsun?

Ne kadar?

Yani bir şey tasarrufu zamanı yapmak ve para öğrenme etkisi?

Nasıl?

Ne kadar uzak?

Neden okulda kullanmak değil mi?

Hiçbir şey?

Gerçekten mi?

Başka?

Kendi mı?

Ne arkadaşlarınızla hakkında?

Böylece hem?

Hayatının için?

Okuldan sonra?

Ne kadar geliştirmek mi?

Eğer onunla ekstra şeyler musunuz?

Ne?

Ne araştırılması?

Dersler hakkında?

Okuma becerileri ne kadar geliştirmek mi?

Ne stratejileri?

Ne zaman bunları kullanmak mı?

Başka?

Özgürlük?

Size özgürlük verir tarafından ne demek istiyorsun?

Bir çok okumak mı?

Kendi veya aile dostları mı?

Beğendin mi?

Eğer ilginç ne demek istiyorsun?

YouTube klipleri hakkında biraz daha açıklayabilir misin?

Eğer faaliyetleri hakkında ilginç başka ne düşünüyorsunuz?

Faydalı? Eğer, lütfen açıklayabilir misin?

Soru 8:

Genellikle bu sınıfta kendini rahat hissediyorsun?

Ne kadar zamanini aldı boyle rahat hissetmek?

Her zaman böyle mi hissettin?

Boyle hissetmen ne zaman başladınız?

Bana söyleyebilir neden?

Her zaman böyle mi hissettin?

Boyle hissetmen ne zaman başladınız?

Boyle rahat hissetmek ne kadar zamanini aldı?

Boyle rahat hissetigini nasıl biliyorsun?

Ne düşünüyorsun?

Nasıl biliyorsun

Bana bir örnek verebilir misin?

Ne rahat hissettiren?

Derslerin başında veya sonunda?

Ne Özellikle?

Eğer arkadaşlarınızdan destek ne tür alabilirim?

Ne olumlu?

Ne ile?

Başka?

Ne fark size daha sonra yapar?

Neden geçen yıl?

Ne rahat hissettiren?

Eğer cevap lütfen açıklayabilir misin?

Eğer daha sonra grup çalışma gibi mi?

Eğer grup rahat hissettirmek olduğunu düşünüyor musunuz?

Başka?

Başlangıçta veya dersin bir parçası mı?

Bunun sayesinde?

Nasıl bunu hissettirdi?

Evet hatırlıyorum?

O konuşmayı ister mi?

Eğer rahatsız yapılan bir şey var mıydı?

Başka birşey?

Eğer fikirlerinizi gönderme gibi mi?

Ondan ne öğrendiniz?

Eğer kendi yorumlarını beğendin mi?

Ne rahat hissettiren?

Atmosfer?

Nasıl?

Sizi nasıl etkiliyor?

Eğer bu onlardan yana hissettiniz mi?

İyi!

Eğer bir şey hissi rahat mı o önemli?

Nasıl?

Ne kadar hoşuna?

Ne kadar öğrenmek

Gerçekten miyim?

Kiminle?

İngilizce?

Onlarla sohbet etmeye ne zaman başladın?

Onları nasıl buldunuz?

Soru 9:

Genellikle bu sınıfta kendini guvende hissediyor musunuz?

Ne kadar zamanini aldi boyle hissediyor musunuz?

Her zaman böyle mi hissettin?

Boyle hissetmen ne zaman başladınız?

Bana söyleyebilir neden?

Her zaman böyle mi hissettin?

Boyle hissetmen ne zaman başladınız?

Boyle hissediyor musunuz ne kadar zamanini aldi?

Boyle hissediyor musunuz nasıl biliyorsun?

Genellikle bu sınıfta kendini guvende hissediyor musunuz?

Kalın alt önceden hazırlanmış sorular:

(Evet ise) ne kadar sizi mi hissetmek?

Eğer böyle bütün zaman hissettiniz mi?

Değilse, ne zaman bu gibi hissetmeye başladınız?

Neden (Eğer hayır) bana söyleyebilir?

Eğer böyle bütün zaman hissettiniz mi?

Değilse, ne zaman bu gibi hissetmeye başladınız?

Genellikle bu sınıfta emin hissediyor musunuz?

Ne kadar hissetmek sizi mi?

Hangi dönemde size daha güvenli hale hissediyorum?

Beğendin mi?

Eğer biraz zor değil mi?

Eğer böyle bütün zaman hissettiniz mi?

Sınıfta sırasında kendinizden emin mi?

Nasıl sen güvende hissettim biliyor musun?

Sen?

Başka?

Bana bir örnek verebilir misin?

Gerçekten mi?

Her zaman?

Nasıl?

Bana bir örnek verebilir misin lütfen?

Ne?

Başka?

Herhangi bir örnek?

Ne emin hissettiriyor?

Derslerin başında veya sonunda?

Nasıl sen güvende hissettim biliyor musun?

Neden olmasın?

Eğer arzu ne demek istiyorsun?

Nasıl pasif?

O kötü müydü?

Anlıyorum!

Nasıl sen güvende hissettim biliyor musun?

Beğendin mi?

Zor diğer öğrencilere soru sormak için miydi?

Nasıl eğlenceli?

Başka ne emin kılar?

Gerçekten mi?

Birlikte çalışmak sever misiniz?

Nasıl?

Eğer onlardan çok öğrendin?

Ne paylaşmak mı?

Seni kim yardım etti?

Tüm veya bazıları?

Bu şekilde tüm zaman hissettiniz mi?

Ne bu şekilde hissediyorum yapmak?

Hangisi?

Röportaj ve sunum?

Neden?

Bunu nasıl kazandırdı?

Eğer bu sunum faaliyetlerinin daha fazlasını yapmak ister misiniz?

Kafanızda bir şey?

Soru 10:

Izlenimine gore, genel olarak öğrencilerin sınıftaki etkinliklere katılımı nasıldı?

Neden böyle düşünüyorsunuz?

Katılım dersleri başında mı veya sonunda mı daha yüksek oldu mu?

Katılım neden dersleri başında veya sonunda yüksek olduğunu düşünüyorsunuz?

Eğer yaparak ne demek? Eğer açıklamak biraz daha misin?

Neden?

Hangi etkinlik ya da ders size az gibi mi?

Eğer e-pad için bir klavye var ister misiniz?

Katılım dersleri başında veya sonunda daha yüksek oldu mü?

Neden böyle düşünüyorsun?

Nasıl?

Eğer güzel ne demek istiyorsun?

Bana bir örnek ver, lütfen?

Nereden biliyorsun?

Ne kadar sıklıkla dersler hakkında konuşmak mı?

İngilizce?

Faaliyetleri hakkında?

Gerçekten mi?

Vaov!

Eğer öğrenciler önce böyle katılmak deneyimli değil nasıl?

Katılım dersleri başında veya sonunda daha yüksek oldu mü?

Nasıl zevkle biliyor musun?

Evet gördüm?

Başka ne eklemek istersiniz?

Görüşme süreci hakkında neler?

Gerçekten mi?

Nasıl fark var?

Bana bazı örnekler, lütfen verebilir misiniz?

Orada o katılmadı fark kimse mıydı?

Tüm etkinlikler ya da bazı?

Nasıl onları sevdi biliyor musunuz?

Onlar söylüyorlar ne zaman?

Hangi etkinlik en sevdiğiniz ve neden yaptım?

Ne için Emin?

Eğer daha önce yok muydu?

Hepsi?

Neden böyle düşünüyorsun?

Nasıl bunu sevdim biliyor musun?

Sen?

Appendix F/5 The Class Blog Guiding Questions (English and Turkish versions)

Post your views about this lesson in the form of discussion by considering the following questions:

1. What did you think of the presentation activity?
2. What was the classroom atmosphere like?
3. Did you learn and/or gain anything from this lesson?
4. What did you learn/gain?
5. Do you think this lesson has encouraged you to read more?

You should discuss anything you want about the lesson and you can also comment on the other students' views if you feel that you want to.

Do not write your name if you don't want to

The Class Blog (Turkish)

Bu dersle ilgili goruslerinizi, asagidaki sorulari goz onunde bulundurarak, ifade edin

1. Sunum aktivesi ile ilgili ne dusunuyorsun?
2. Sinif atmosferi nesildi?
3. Bu dersten herhangi bir sey ogrendin mi yada kazanim elde ettin mi?
4. Ne ogrendin/ kazanim elde ettin?
5. Sence bu ders seni daha çok okumaya tesvik etti mi?

Dersle ilgili herseyin tartismalisin ve istersen diger ogrencilerin fikirleri uzerinde yorum yapabilirsin.

Istemezsen ismini yazma.

Screen shot of class blog guiding questions and discussion

Bloggen: Class A blog - Edit

https://www.blogger.com/blog.g?blogID=7746071981121541180#editor;target=post;postId=7888796042271635770.onPublishedMenu=posts.c

Apps Recent emails - Stud... Chalk vs. Tablet: Ca... Create an A+ Site wi... Presentation on Us... (704) Twitter Z Zotero | People > EL... A Vision of Students... Learning to Change... Other bookmarks

View blog Kasim Koruyan

Class A blog Post CLASS A BLOG FOR DISCUSSION

Compose HTML

Normal B I U ABC A Color Link Image Video Table List Link

"Fun Festival" dersle ilgili goruslerinizi, asagidaki sorulari gor onunde bulundurarak, (...) ifade edin. Once birinci soruyu cevaplayin ve tartisin sonrada sirasiyla besinci soru tamamlanana kadar cevaplayin ve tartisin

- . Sunum aktivitesi ile ilgili ne dusunuyorsun?
- . Sinif atmosferi nesilsin?
- . Bu dersten herhangi bir sey ogrendin mi yada kazanim elde ettin mi?
- . Ne ogrendin kazanim elde ettin?
- . Sence bu ders seni daha cok okumaya tesvik etti mi?

Dersle ilgili herseyin tartismaksin ve istersen diger ogrencilerin fikirleri uzerinde yorum yapabilirsin

Not Istermiyorsan ismini yazma.

Sunum aktivitesi ile ilgili ne dusunuyorsun?

- . Bence guzeldi
- . Bence guzeldende guzeldi. Bu ilk defadir Ingilizce ogrendigimi hissediyorum. 2012 de Kaplan International da Ingilizce ogrendigim zaman Oxford city festivaline katildim ve bu festival icin arastirma yaptim. Sonrada, deneyimimi gurubumla paylastim ve Oxford city festivali sunumumuz icin hazirladik. Harikaydi (Canan)
- . Evet harikaydi. bende Oxford city festivaline nidecem sahsi olarak lotovu tutturusam

Post settings

Labels

Schedule

Automatic

Set date and time

12 Nov 2013 07:31

Oct 2013

M	T	W	T	F	S	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

Time zone: Pacific Daylight Time

Done

Permalink Send feedback

19:25 29/04/2014

APPENDICES G: PERMISSION LETTERS, CONSENT FORMS AND INFORMATION LETTERS

Appendix G/1 Information Letter for Parents

Open University, United Kingdom

Date: 21.09.2013

Dear parent(s),

I am studying for a doctorate in Education with The Open University, UK and I am writing to kindly ask your permission for your child to participate in a research project on learning English, technology, the introduction and use of e-pads in Anatolian high schools and how they may affect the way students study and improve their reading skills in English.

This project will be conducted at Gaffar Okan Anatolian high school over the next several months. I want to find out what children think about learning English, technology, the introduction and use of e-pads and how this may affect the way they study and improve their reading skills in English. My project may help us understand more about children's language learning processes. The project in which your child has been invited to participate is expected to be an enjoyable experience and will require about 1 hour of class time. They will be asked to complete two questionnaires. Some children will be invited to meet with the researcher individually to be interviewed on 2 occasions. After each lesson, they will be asked to go on the class blog and post their views about the lessons in the form of discussion by considering some questions provided.

I would like to assure you that this study will be reviewed and received ethics clearance through the Office of Research Ethics at the Open University.

The data from this research project will be used for academic purposes only and will be kept confidential and the results will be presented in my research in such a way that no individuals can be identified. Participation in this project will not affect your child's grades or influence any decisions by teachers about your child's performance.

Please complete the attached form and return it to me if you give your consent.

Kindly note that by signing this form, you agree to allow the data gathered from your child to be used by me, Kasım Koruyan, for research purposes.

If you have any questions about the study, or if you would like additional information to assist you in reaching a decision, please feel free to call me at 05399346644. I would like to thank you, in advance, for your cooperation.

Yours sincerely

Kasim Koruyan

Appendix G/2 Information Letter for Parents (Turkish version)

Open Üniversitesi, Birleşik Krallık (İngiltere)

Tarih: 21.09.2013

Sevgili Ebevey(ler),

Birleşik Krallık'taki Open Üniversitesi'nde Eğitim üzerine doktora yapmaktayım. İngilizce öğrenme, teknoloji, Anadolu liselerinde tabletlerin kullanılması, bu tabletlerin öğrencilerin çalışma şekillerini ne kadar etkilediği ve İngilizce okuma becerilerini ne kadar geliştirdiği ile ilgili bir araştırma projesine çocuğunuzun katılmasına izin vermenizi sizden rica ediyorum.

Bu proje önümüzdeki bir kaç ay içerisinde Gaffar Okan Anadolu Lisesi'nde gerçekleştirilecektir. Tabletlerin kullanılması, bu e-padlerin öğrencilerin çalışma şekillerini ne kadar etkilediği ve İngilizce okuma becerilerini ne kadar geliştirdiği hakkında öğrencilerin ne düşündüğünü öğrenmek istiyorum. Projem çocukların dil öğrenme süreçlerini daha iyi anlamamıza yardımcı olabilir.

Çocuğunuzun katılması için davet edildiği bu projenin eğlenceli bir deneyim olacağını ve sınıfın bir saat alacağını umuyorum. Çocuğunuzdan iki adet anket doldurulması istenilecek. Araştırmacı ile bireysel olarak görüşmeleri için bazı çocuklar iki ayrı zamanda davet edilecektir. Her sınıftan sonra, çocuğunuz o dersle sınıf blog'u üzerinden sınıf arkadaşlarıyla bazı sorular ile ilgili görüşlerini ifade edecek.

Sizi temin ederim ki bu çalışma, Open Üniversitesi Araştırma Etiği Ofisi'nin etik kurallarına göre gözden geçirilecek ve yapılacaktır.

Bu projeden elde edilen bilgiler sadece akademik amalar doėrultusunda kullanılacak, gizli kalacak ve sonular hi kimsenin kimliėi tespit edilemeyecek ekilde arařtırmamda sunulacaktır. Bu projeye katılım ocuėunuzun notlarını etkilemeyecek veya ėretmenlerin ocuėunuzun performansıyla ilgili herhangi bir karar vermesinde etkili olmayacaktır.

Rızanızın olduėunu onaylamanız durumunda, ltfen ekteki formu tamamlayıp bana geri veriniz.

Bu formu imzalamakla ocuėunuzdan alınan bilgilerin benim, Kasım Koruyan, tarafından arařtırma amalı kullanılacağına izin vermeyi kabul ettiėinizi bilmenizi isterim.

alıřma ile ilgili herhangi bir sorunuz olması veya karar vermenize yardımcı olması iin daha fazla bilgi elde etmek istemeniz durumunda, 0539 934 66 44 nolu telefonu arayak bana ulařabilirsiniz.

İřbirliėiniz iin řimdiden teřekkrler,

Saygılarımla.

Kasim Koruyan

Appendix G/3 Consent form for students

The Open University Department of Languages, Faculty of Education and Language Studies

An investigation into the development of language learner autonomy and motivation following the introduction and use of e-pads in an Anatolian High School as reflected in the students' approach to reading tasks.

Consent Form for Research Involving Children

As a parent/guardian you are making a decision whether or not to have your child participate in this study about effects of e-pad use on the English language reading skills development. Your signature indicates that you have read (or been read) the information provided about this research and have decided to allow your child to participate.

You will receive a copy of this consent document.

Name of participant:

Name of principal investigator: KASIM KORUYAN

1. I consent my child to participate in this project, the details of which have been explained to him/her, and s/he have been provided with a written statement in plain language to keep.
2. I understand that my child's participation will involve the questionnaires, interviews and class blog discussion and I agree that the researcher may use the results as described in the plain language statement.
3. I acknowledge that:

- (a) the possible effects of participating in this research have been explained to my child satisfaction;
- (b) I have been informed that my child is free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data s/he have provided;
- (c) the project is for the purpose of research;
- (d) I have been informed that the confidentiality of the information my child provide will be safeguarded subject to any legal requirements;
- (e) I have been informed that with my consent the data generated will be stored in the personal computer of the primary investigator and will be destroyed after five years;
- (f) if necessary any data from me will be referred to by a pseudonym in any publications arising from the research;
- (g) I have been informed that a summary copy of the research findings will be forwarded to me, should I request this.

I consent to this interview being audio-taped

☐ yes ☐ no

(please tick)

I wish to receive a copy of the summary project report on research findings ☐ yes ☐ no

(please tick)

Signature of Parent

Date

Signature of Investigator

Date

Signature of Witness

Date

Assent of Child

_____ has agreed to participate in research titled an investigation into the development of language learner autonomy and motivation following the introduction and use of e-pads in an Anatolian High School as reflected in the students' approach to reading tasks.

Participant signature:

Date:

Kasim Koruyan:

Mobile phone: 05399646644

Email: kkoruyan@my.open.ac.uk

If you have any question about the research and want to speak about any issue such as consent please contact Eyup Dilber as a third party.

Eyüp Dilber

Peyaz Mahallesi, Alkan Fidan Sitesi, B/Blok, 6/11

Kayapinar/Diyarbakir

Tel: 05352005743

Mirjam Hauck (Main Supervisor)

The Open University

Department of Languages

MK7 6AA

Phone: 00(44)1908 654252

Appendix G/4 Consent form for students (Turkish version)

Open Üniversitesi Diller Bölümü, Eğitim ve Dil Çalışmaları Fakültesi

Öğrencilerin okuma etkinliklerindeki yaklaşımına yansıdığı gibi bir Anadolu lisesinde tablet kullanılmaya başlanılmasından sonra dil öğrencisi özerkliğinin ve motivasyonun gelişmesi hakkında yapılan bir araştırma.

Araştırmaya Katılan Çocuklar için İzin Formu

Bir ebeveyn olarak, tablet kullanımının İngilizce okuma becerileri gelişimi üzerindeki etkileri hakkında yapılan bu çalışmaya çocuğunuzun katılıp katılmayacağına karar veriyorsunuz.

İmzanız bu araştırma ile ilgili bilgileri okuduğunuzu veya bilgilendirildiğinizi ve çocuğunuzun bu araştırmaya katılmasına izin verdiğinizi gösterir.

Bu rıza belgesinin bir kopyasını siz de olacaksınız.

Katılımcının adı, soyadı:

Ana araştırmacının adı, soyadı: KASIM KORUYAN

1. Detayları kendisine açıklanan bu projeye çocuğumun katılmasına ve saklı tutmak için sade bir dille yazılmış bir belgenin çocuğuma verilmiş olmasına rıza gösteriyorum.

2. Çocuğumun projeye katılması anketleri, görüşmeleri ve sınıf blogunu kapsadığını biliyor ve beyan belgesinde açık bir dille yazıldığı üzere araştırmacının sonuçları kullanabileceğini kabul ediyorum.

3. Aşağıdaki yazılı maddeleri onaylıyorum:

(a) bu araştırmaya katılımın muhtemel etkileri çocuğuma açıklanmıştır.

(b) Çocuğumun herhangi bir açıklama yapmadan, önyargısız istediği zaman projeden ayrılabilceği ve verdiği işlenmemiş bilgiyi geri çekebileceği bana bildirilmiştir.

(c) proje araştırma amaçlıdır;

(d) Çocuğumun sağladığı bilginin gizliliği yasal koşullara göre korunacağı bana bildirilmiştir.

(e) Benim rızam dahilinde elde edilen bilginin ana araştırmacının kişisel bilgisayarında depolanacağı ve 5 yıl sonra imha edileceği bana bildirilmiştir.

(f) Gerekli durumda, benim tarafından sağlanan verilere araştırmadan çıkan herhangi bir yayında takma adla değinilecek;

(g) Taleb etmem halinde araştırma bulgularının özet kopyası bana iletileceği tarafıma bildirilmiştir.

Bu görüşmenin ses kaydının yapılmasını kabul ediyorum

(Tıklayınız) ☐ evet ☐ hayır

Araştırma bulguları hakkında proje rapor özetinin bir kopyasını almak istiyorum

(Tıklayınız) ☐ evet ☐ hayır

Ebeveynin imzası

Tarih

KASIM KORUYAN

PI: B8956287

Araştırmacının imzası

Tarih

Şahitin imzası

Tarih

Çocuğun Rızası

_____ Anadolu

Liselerinde tabletlerin kullanılmaya başlamasıyla birlikte öğrencilerin okuma becerilerine yaklaşımına yansıdığı gibi öğrenci özerkliğinin gelişimi ve motivasyonu ile ilgili araştırmaya katılmaya kabul etmiştir.

Katılımcı imzası:

Tarih:

Kasim Koruyan:

Cep Telefonu: 05399646644

Email: kkoruyan@my.open.ac.uk

Araştırma veya rıza ile ilgili herhangi sorunuz olması durumunda üçüncü şahıs olarak Eyüp Dilber ile irtibata geçebilirsiniz.

Eyüp Dilber

Peyas Mahallesi, Alkan Fidan Sitesi, B/Blok, 6/11

Kayapınar/Diyarbakir

Tel: 05352005743

Mirjam Hauck (Tez Danismani)

The Open University

Department of Languages

MK7 6AA

Phone: 00(44)1908 654252

APPENDIX H RAW DATA AND MEDIAN

The data shown is a sample from pre- and post-task questionnaires with median scores of the questionnaire items and is for one aspect of motivation (attitudes towards learning English)

Pre-task items: N = 70	Item: 49	Item: 50	Item: 53	Item: 54	Item: 55	Median
1	4	4	4	4	4	4
2	4	3	4	4	4	4
3	4	4	4	5	4	4
4	5	4	5	4	5	5
5	4	4	4	4	4	4
6	4	4	4	4	4	4
7	4	4	4	5	4	4
8	5	4	5	4	5	5
9	4	4	4	4	4	4
10	4	4	4	4	4	4
11	4	4	4	5	4	4
12	3	3	3	4	5	3
13	4	4	4	4	4	4
14	3	3	3	3	4	3
15	4	4	4	4	4	4
16	4	3	4	5	4	4
17	4	3	4	5	5	4
18	3	4	3	4	5	4
19	4	4	4	4	4	4
20	3	4	3	4	4	4
21	4	4	4	3	4	4
22	3	3	3	3	3	3
23	4	4	4	3	3	4
24	4	4	4	4	3	4
25	4	4	4	3	4	4
26	3	3	3	3	3	3
27	4	4	4	3	3	4
28	4	4	4	3	3	4

29	4	4	4	3	3	4
30	3	3	3	4	3	3
31	4	4	4	4	4	4
32	4	4	4	4	4	4
33	4	4	4	3	4	4
34	3	3	3	4	3	3
35	4	4	4	4	4	4
36	4	4	4	4	4	4
37	4	4	4	4	4	4
38	4	4	4	4	4	4
39	4	4	4	4	4	4
40	4	4	4	4	4	4
41	4	4	4	4	4	4
42	4	4	4	3	4	4
43	3	3	3	4	3	3
44	4	4	4	5	4	4
45	5	5	5	4	5	5
46	4	4	4	4	4	4
47	4	4	4	4	4	4
48	4	4	4	4	4	4
49	4	4	4	4	4	4
50	4	4	4	4	4	4
51	4	4	4	4	4	4
52	4	4	4	4	4	4
53	4	4	4	4	4	4
54	4	4	4	4	4	4
55	4	4	4	4	4	4
56	4	4	4	4	4	4
57	4	4	4	3	4	4
58	3	3	3	4	3	3
59	4	4	4	4	4	4
60	4	4	4	5	4	4
61	5	5	5	4	5	5
62	4	4	4	4	4	4

63	4	4	4	3	4	4
64	3	3	3	4	3	3
65	4	4	4	4	4	4
66	4	4	4	4	4	4
67	4	4	4	4	4	4
68	4	4	4	4	4	4
69	4	4	4	4	4	4
70	4	4	4	4	4	3

Post- task items: N = 70	Item: 3	Item: 18	Item: 22	Item: 23	Median
1	5	4	5	5	5
2	4	4	5	5	4.5
3	5	5	5	4	5
4	5	5	5	5	5
5	5	5	5	5	5
6	4	5	5	5	5
7	5	4	5	4	4.5
8	5	5	5	5	5
9	5	5	5	5	5
10	5	5	5	5	5
11	5	5	5	4	5
12	5	5	5	5	5
13	4	5	5	5	5
14	5	5	5	5	5
15	5	5	5	4	5
16	5	5	4	5	5
17	5	5	5	5	5
18	5	5	5	5	5
19	4	5	5	4	4.5
20	5	5	5	4	5
21	5	5	5	5	5
22	4	5	5	5	5

23	5	5	5	5	5
24	5	5	5	5	5
25	5	5	4	5	5
26	5	5	5	5	5
27	4	5	5	5	5
28	5	5	4	5	5
29	5	5	5	5	5
30	5	5	5	5	5
31	5	5	5	5	5
32	5	5	5	5	5
33	5	5	5	5	5
34	5	5	5	5	5
35	5	5	5	5	5
36	5	5	5	5	5
37	5	5	5	5	5
38	5	5	5	5	5
39	5	5	5	5	5
40	5	5	5	5	5
41	5	5	5	5	5
42	5	5	5	5	5
43	5	4	5	5	5
44	5	5	5	5	5
45	5	5	5	5	5
46	4	5	5	5	5
47	4	5	5	4	4.5
48	5	4	5	4	4.5
49	5	5	5	5	5
50	5	5	5	5	5
51	5	5	5	5	5
52	5	5	5	5	5
53	5	5	5	5	5
54	4	5	5	5	5
55	5	5	5	5	5
56	5	5	5	5	5

57	5	5	5	5	5
58	5	5	5	5	5
59	5	5	5	5	5
60	4	5	5	5	5
61	5	5	5	5	5
62	5	4	5	5	5
63	5	5	5	5	5
64	5	5	5	5	5
65	5	5	5	5	5
66	5	5	4	5	5
67	5	5	4	5	5
68	4	5	4	5	4.5
69	5	4	5	5	5
70	5	5	5	5	5

APPENDIX I QUALITATIVE ANALYSIS

The appendix shows the coding categories (themes) for qualitative data and examples of coding.

Appendix I/1 List of categories (themes) to which data was coded

Coding Key:**Motivation:**

M = Motivation, **IM** = Intrinsic motivation, **INSTM** = Instrumental motivation, **EM** = Extrinsic motivation, **PATLE** = Positive attitudes towards learning English, **PATLS** = Positive attitudes towards learning situation, **PIICTM** = Positive impact of the affordances of ICT on motivation, **PIICTIM** = Positive impact of the affordances of ICT on intrinsic motivation, **PIICTEM** = positive impact of the affordances of ICT on extrinsic motivation, **PITDIM** = Positive influence of task design on intrinsic motivation, **TIIM** = Teacher influence on intrinsic motivation, **PIICTRC** = Positive impact of the affordances of ICT on reading comprehension, **NIICTM=D** = Negative impact of ICT on motivation = Demotivation, **AM** = Amotivation. **DM** = Demotivation.

Learner Autonomy:

LA = Learner autonomy, **ECOLL** = Exercising control over language learning, **COLL** = Collaboration, **TR** = Taking responsibility, **WAECOLL** = Willing/able to exercise control over language learning, **LS** = Learning strategies, **RF** = Reflection, **CRF** = Critical reflection, **AP** = Active participation, **TR** = Taking risk, **PIICTLA** = Positive impact of the affordances of ICT on learner autonomy, **PITDLA** = Positive impact of task design on learner autonomy, **TILA** = Teacher influence on learner autonomy, **PIICTRF** = Positive impact of the affordances of ICT on reflection.

Negatives:

EPDN = The e-pad (negative points), **PL** = Pace of the lesson, **OICTI** = Other ICT related issues, **TL** = Teacher Language, **GW/COLL** = Group work/Collaboration, **NITDLA/M** = Negative impact of task design on learner autonomy/motivation, **OT** = Others.

Appendix I/2 Qualitative data extracts with manual coding

Pre- task interview Extracts

Explanation of the colour-coding:

Red: Autonomy and its aspects

Yellow: Motivation and its aspects

Green: The positive impact of the affordances of ICT on learner autonomy and motivation in language learning

Grey: Reading habits [not interested]

Blue: Amotivation/demotivation

KK = Researcher

ST = Student

Question 1:

In the questionnaire, you circled this question: ‘what do you consider your level of fluency in Reading English to be?’ as “weak”.

KK: Could you say more about why you circled this option?

ST: I cannot read and understand English properly.

KK: How long have you been studying English?

ST: For 5 years.

KK: How many English books or stories have you read so far?

ST: **None.** [**Reading habit = not interested**]

KK: What about newspapers?

ST: **I don't read anything in English at all.** [**Reading habit = not interested**]

KK: What did you do at school then? Didn't you have a course book?

ST: Yes, I did.

KK: So you read your course book then did not you?

ST: Yes, I did but **I did not understand anything during my studies apart from what is your name? Where are you from? and how are you?** [Frustration = Amotivation/demotivation]

KK: So do you think that you were wasting your time learning English?

ST: **Yes**. [Not interested/bored = Amotivation/demotivation]

KK: Do you like to improve your English this year?

ST: Yes, **of course and I will try my best**. [Optimistic = hope = positive attitudes towards learning English = motivation]

Question 2:

KK: Your answer to the question: 'Do you find reading in English interesting?' was "no".

KK: Could you say a bit more about why you felt this way?

ST: It is because **I don't understand** when I read even a simple sentence. [Frustration = Amotivation/demotivation]

Question 3:

K: You circled the option: 'I don't generally feel comfortable learning in English classes' as **"agree"** [Classroom atmosphere = Negative attitudes towards learning situation = Amotivation/demotivation]

KK: Could you explain this a bit more please?

ST: I get nervous when I cannot speak English.

KK: If you don't want to speak, why do you have to speak then?

ST: My teacher asked questions in the class so I had to.

Post-task interview extracts

Data extract from post-task interviews	Coded as
<p>Explanation of the colour-coding:</p> <p>Red: Learner autonomy and its aspects/sub-themes</p> <p>Yellow: Motivation and its aspects/sub-themes</p> <p>Green: The positive impact of the affordances of ICT on learner autonomy and motivation in language learning</p> <p>Grey: Reading habits [not interested]</p> <p>Blue: Amotivation/demotivation</p> <p>Question 1: How did you find the activities in lesson, on the topics “women football, fun festivals and Malala’s story” in general?</p> <p>ST: They were really nice and I totally enjoyed everything. This is the first time I have spoken so much English in English class. [Intrinsic motivation]</p> <p>KK: Did you not talk so much English in your normal English classes before?</p> <p>ST: Our English teachers in the past used to greet the class in English and they spoke in Turkish. The other English teacher does not speak English at an advance level and she speaks Turkish when she teaches us [we are two teachers teaching two classes, I do 4, she does 2 hours a week]. As you see, some students do not improve themselves at home or elsewhere and when our teachers talk in the class in Turkish, their English will not improve. That’s why the tablet [e-pad] is an important means to attract students’ attention and with those nice activities, as you see everybody was participating, searching, sharing and presenting. [Positive impact of the affordances of ICT on learner autonomy, active participation, exercising control over language learning, collaboration = Learner Autonomy]</p>	<div data-bbox="1010 968 1231 1041">IM</div> <div data-bbox="1010 1562 1231 1698">PIICTLA, AP, ECOLL, COLL/LA</div>

<p>KK: The other teacher may think that your English level is low, that’s why she uses Turkish in the class.</p> <p>ST: How then are we going to improve our English? I have been to Oxford for a 3 month course and I improved my English very much during that time and no one spoke Turkish.</p> <p>KK: Did you like the activities in this class?</p> <p>ST: Yes I did.</p> <p>KK: Can you explain your answer please?</p> <p>ST: I know that you devised the activities to get us involved in the learning process and participate more in the class and I can say that you succeeded. The activities were motivating and I liked them and my friends seemed to like them as well. [Intrinsic motivation]</p> <p>KK: Did you find any particular activity that made you think it was boring?</p> <p>ST: No, not at all. They were fantastic. [Intrinsic motivation]</p> <p>Question 2: What did you think of the themes of the reading texts in general?</p> <p>ST: Fun Festivals, Malala’s story and Women’s Football were remarkable themes but Women’s Football was unusual for our people and it provoked many students to speak and participate more than usual. [Positive influence of task design on intrinsic motivation]</p> <p>KK: Why do you think so?</p> <p>ST: Because men and women are not equal in cities like [...] in the south east. Have not you seen or heard even in this class [She named the student] him saying “women are like this, women are like that”.</p> <p>KK: Sorry I did not hear. But how are you going to sort the problems unless you discuss them.</p> <p>ST: Yes, you are right, that’s why the themes were really intriguing. [Positive</p>	<div>IM</div> <div>IM</div> <div>PITDIM</div> <div>PITDIM</div>
--	---

<p>influence of task design on intrinsic motivation]</p> <p>KK: Can you explain your sentence a bit more please?</p> <p>ST: The Fun Festivals, for example, made students want to visit festivals all over the world and our friends realized that if they want to visit such festivals, they have to have the key which is English and you motivated us to wonder and think about such places. Similarly, Malala’s story, I felt very lucky to have the opportunity as a girl to study whatever and wherever I want. [Intrinsic motivation]</p> <p>Question 3: Do you like this way of learning in general?</p> <p>ST: Yes, very much. The introductions were very nice. The video clips and photos as visual and audio aids stay in our memory for a long time and your questions about directing us to think about a girl who fights for women’s education rights really encouraged us to visualize the girl and imagine her situation and the difficulty she may have faced. The pictures from the Fun Festival made me think better about the festivals and now I want to visit “Ice sculpture festival” in Canada.</p> <p>[Positive attitudes towards learning English = Motivation]-[Teacher influence on intrinsic motivation]-[Positive impact of the affordances of ICT on intrinsic motivation]</p> <p>KK: Really?</p> <p>ST: Yes</p> <p>KK: What else?</p> <p>ST: The interview activity gave me the confidence to go and ask questions to other students or teachers. [Intrinsic motivation]-[Taking risk = Learner Autonomy]</p> <p>KK: How confident? Or in what way?</p> <p>ST: I felt that I could take responsibility for what I was doing. We should always take responsibility for jobs or duties. In this class you do not give us everything but you encourage us to find out or discover ourselves as we did when we prepared</p>	<div>IM</div> <div>PATLL, TIIM, PIICTIM</div> <div>IM, TR/LA</div>
--	--

<p>and presented our presentations and conducted the interviews. Those are very demanding but rewarding activities and we learnt lots of things. [Taking responsibility]-[Intrinsic motivation]-[Taking responsibility, learning strategies = Learner Autonomy]</p> <p>KK: For example?</p> <p>ST: We learnt how to be critical and how to ask questions with confidence and learnt how to find information in a short time, we learnt not be afraid of asking for help and we learnt how to evaluate our lessons by discussing them critically. [Learning strategies, self-evaluation, critical reflection = Learner Autonomy]</p> <p>KK: I am glad you like the lessons and I hear those nice words.</p> <p>KK: Do you like learning English involving the use of e-pad?</p> <p>ST: Of course,</p> <p>KK: What did you like about it in particular?</p> <p>ST: The tablets [e-pads] have brought excitement to the class and everybody loved them. They are always busy with them! [Positive impact of the affordances of ICT on extrinsic motivation]</p> <p>KK: Do you think they are busy with them learning or just busy doing something else?</p> <p>ST: I don't know exactly but I definitely use it for learning</p> <p>KK: Do you have any suggestion as to how the use of the e-pad in the lessons could be improved?</p> <p>ST: Yes, in the class we can read aloud while the e-pad is recording and then listen to our own voice and improve our pronunciation. [Willing/able to exercise control over language learning = Learner Autonomy]</p> <p>KK: What else?</p> <p>ST: We can do similar research as we did with you and send the draft of our</p>	<p>TR, IM, TR, LS/LA</p>
	<p>LS, CRF/LA</p>
	<p>PHICTEM,</p>
	<p>WAECOLL/ LA</p>

presentation to our teachers for feedback and then we can correct it and present the results in class. [Willing/able to exercise control over language learning]	WAECOLL/ LA
KK: What else? ST: The MNE should extend the content of the e-pad. KK: What do you mean by the content? ST: Like I-phone. It has a lot of apps KK: For example? ST: Skype, Tango and YouTube etc. KK: I think they are still working on its improvement, they will improve it slowly. ST: I hope so. KK: In which way would your suggestion improve the lesson? ST: We should be able to access websites to discover new things, downloading new apps or we can create our apps . [Willing/able to exercise control over language learning = Learner Autonomy]	WAECOLL/ LA
KK: What types of apps? ST: I don't know, like vocabulary building apps, or vocabulary bank. KK: Hopefully. Question 4: How did you find the activities in terms of difficulty in general? ST: They were not difficult at all, I think they were at the right level for the class and they were easy for me because I studied English for 3 months in Oxford and I understand what I read. KK: How was the course in Oxford? ST: I found it hard at the beginning but later I got used it and since then I have been trying to improve my English . [Intrinsic motivation]	IM
KK: What are you doing to improve your English now? ST: Reading online newspapers , listening to music, chatting with my friends I	

<p>studied English together in England through Skype, regularly talking to you, reading books from the “bugclub” website which you suggested to me.[Positive impact of the affordances of ICT on intrinsic motivation]</p> <p>KK: Very good. So the activities were fine in terms of difficulty weren’t they?</p> <p>ST: Yes</p> <p>KK: Did you find it difficult to understand the reading texts you read about “women’s football, fun festivals and Malala’s story”?</p> <p>ST: No, they were at the right level for me.</p> <p>KK: Did you find it difficult to use the e-pad?</p> <p>ST: At the beginning yes, but not now.</p> <p>KK: Did you find it difficult to work with your group?</p> <p>ST: No, it was enjoyable and everybody worked well. [Intrinsic motivation]-[Collaboration = Learner Autonomy]</p> <p>KK: Did you find it difficult to work on your own when you searched online and conducted the interview?</p> <p>ST: Not really, it took some time, but it was worth it.</p> <p>Question 5: Overall how would you describe your feelings about using an e-pad in carrying out the tasks on the topics “women’s football, fun festivals and Malala’s story”?</p> <p>ST: Without the e-pad, I would not able to search for information and find it in a short period of time. It has changed the atmosphere of the class and motivated most of us, certainly me. [Positive impact of the affordances of ICT on motivation]</p> <p>KK: So are you happy of having one?</p> <p>ST: Yes.</p> <p>KK: Anything else?</p>	PIICTIM
	IM, COLL/LA
	PIICTM

ST: It is really useful.

Question 6: How do you feel about the way the English lesson on the topics

“Women’s football, Fun festivals and Malala’s story” is given in general?

ST: The lessons were very motivating and the atmosphere of the class was nice.

[Intrinsic motivation]-[Positive attitudes towards learning situation =
Motivation]

KK: What about me as a teacher. My teaching style and the way I present the lessons.

ST: I think you want us to participate more and you interfere when we need you and help us when we have any problems.

KK: For example?

ST: I don’t know, like about when we needed help to search on the ‘bugclub website’, when we asked for help about our interview’.

KK: Did you find it difficult to follow the instructions on the smart-board?

ST: No, everything was clear but there were few points I did not understand.

KK: Which ones?

ST: The instructions about the interview. But you explained them clearly.

Question 7: What do you think you have gained or learnt from using the e-pad to learn English so far?

ST: I can do research, prepare projects, conduct interviews, and present my results in the class. [Exercising control over language learning = Learner Autonomy]

KK: Couldn’t you do them without the e-pad?

ST: Yes I could, but it will take much more time and spend more money.

Question 8: Do you generally feel comfortable during the class?

ST: Yes,

KK: How long did it take you to feel comfortable?

IM,
PATLS/M

ECOLL/LA

<p>ST: From the first week of the term.</p> <p>KK: How do you know that you felt comfortable?</p> <p>ST: Because I am relaxed in this class and I do not get bored and I enjoyed doing the activities. [Positive attitudes towards learning situation = Motivation]- [Intrinsic motivation]</p>	<p>PATLS/M, IM</p>
<p>Question 9: Do you generally feel confident in this class?</p> <p>ST: Yes,</p> <p>KK: Did you feel confident during the class?</p> <p>ST: Yes</p> <p>KK: How do you know that you felt confident?</p> <p>ST: I participated in all the activities without any hesitation, especially when I asked questions to other students during the interview and presented the results in the class. [Exercising control over language learning = Learner autonomy]</p>	<p>ECOLL/LA</p>
<p>Question 10: What was your impression in terms of how the students participated overall to the activities in the class?</p> <p>ST: I think everyone participated in the activities very well. [Active participation = Learner Autonomy]</p>	<p>AP/LA</p>
<p>KK: Was their participation higher at the beginning or end of the lessons?</p> <p>ST: To me, it was equal. Just in the middle of the lesson the class was a bit quiet and that was because we had to read text and answer the questions.</p> <p>KK: Why do you think that the participation was high at the beginning or end of the lessons?</p> <p>ST: Because the activities were at the right level for me and I think they were engaging.</p> <p>KK: What do you mean by engaging? Can you explain it a bit more please?</p> <p>ST: In the lesson on Women's Football, we watched fantastic goals from</p>	

<p>Azerbaijan World Cup, 2012 and after that we had discussion in our group about the quality of the goals and then our experience of football. Then, we conducted interview and discussed the results in our groups and presented in class and other presentations from the other lessons. At the end of each presentation, we discussed our ideas about the presentation process. [Collaboration, exercising control over language learning, collaboration, reflection = Learner Autonomy]</p> <p>KK: Which activity or lesson did you like best?</p> <p>ST: I liked all the activities but the interview activity was the best.</p> <p>KK: Why?</p> <p>ST: Because, I felt it that way.</p> <p>KK: Which activity or lesson did you least like?</p> <p>ST: I did not like typing our group presentation because it took a long time and the e-pad did not have key boards. [Negative impact of ICT on motivation=Demotivation]</p> <p>KK: Do you like to have a keyboard for you e-pad?</p> <p>ST: Yes.</p> <p>KK: That's all. Thanks you very much for your participation.</p> <p>ST: It is my pleasure.</p>	<div>COLL, ECOLL, COLL, RF/LA</div> <div>NICT=D</div>
<p>Data extract from the class blog entries = Fun Festivals</p> <p>2. What did you think of the presentation activity?</p> <ul style="list-style-type: none">• I think it was good.• I think it was more than good. That was the first time I felt that I was enjoying learning. I searched for Oxford City Festival because I attended that festival in 2012 when I was in Oxford learning English at Kaplan International. Then, I shared my experience with my group and we prepared Oxford City Festival for our presentation. It was fantastic.	<p>Coded as</p>

<p>[Intrinsic motivation]-[Collaboration = Learner Autonomy]</p>	<p>IM, COLL</p>
<ul style="list-style-type: none"> • Yes, it was fantastic and I will go to Oxford next summer to see the festival myself. [Intrinsic motivation] 	<p>IM</p>
<ul style="list-style-type: none"> • Thanks to Canan, we now learnt about another festival in England. • Your presentation was fantastic with nice photos but ours was also nice. 	
<p>We prepared GAP festival. [Intrinsic motivation]</p>	<p>IM</p>
<ul style="list-style-type: none"> • Yes in 2011 Ciwan Haco came to GAP festival and more than 500.000 people came from all over the world. 	
<ul style="list-style-type: none"> • I like Ciwan Haco. 	
<ul style="list-style-type: none"> • I like him too. 	
<ul style="list-style-type: none"> • I learnt a lot of things during the preparation for the presentation. 	
<ul style="list-style-type: none"> • This was the first time I searched things on the Internet for my lesson and I totally enjoyed it even if I spent a long time to do it and I really enjoyed it when I presented it. [Exercising control over language learning]- 	
<p>[Intrinsic motivation]</p>	<p>ECOLL, IM</p>
<ul style="list-style-type: none"> • Yes, it was a good experience. I learnt lots of vocabulary and festivals in the worlds. 	
<ul style="list-style-type: none"> • I liked the presentations but the internet was a bit slow. We prepared the GAP festival that we already knew about. 	
<ul style="list-style-type: none"> • I liked our festival more than the others because ours was a traditional festival, Nevroz, as spring festival. [Intrinsic motivation] 	<p>IM</p>
<ul style="list-style-type: none"> • I think your presentation was nice but the others were nice as well, don't be selfish and rude. 	
<ul style="list-style-type: none"> • Sorry my friend, I did not mean to. 	
<ul style="list-style-type: none"> • The presentation was our work and it was motivating. It gave us 	

<p>confidence to produce something from ourselves and we learnt more because we did it ourselves and our teacher helped us when we needed help. [Intrinsic motivation]-[Learner autonomy, exercising control over language learning, teacher influence on learner autonomy]</p>	<p>IM, LA, ECOLL, TILA</p>
<ul style="list-style-type: none"> • Yes, I think we are lucky to have such a nice teacher. He taught us my things. 	
<ul style="list-style-type: none"> • Yes and he tries to encourage us to find and learn things like what we did in our presentations. [Teacher influence on intrinsic motivation] 	<p>THIM</p>
<ul style="list-style-type: none"> • Yes, you are right. I did not think like this but he pushes us to search and learn from ourselves. [Teacher influence on learner autonomy] 	<p>TILA</p>
<p>3. What was the classroom atmosphere like?</p>	
<ul style="list-style-type: none"> • I think it was a bit quiet. 	
<ul style="list-style-type: none"> • We are shy that's why. 	
<ul style="list-style-type: none"> • I don't think it was quiet. 	
<ul style="list-style-type: none"> • I think we had fun with fun festivals and it was quite interactive at the beginning of the lesson and group presentations. [Intrinsic motivation] 	<p>IM</p>
<ul style="list-style-type: none"> • I think the atmosphere of the class was pleasant and cosy. [Positive attitudes towards learning situation = Motivation] 	<p>PATLS/M</p>
<ul style="list-style-type: none"> • I agree, definitely pleasant and as my friend said it was interactive. [Positive attitudes towards learning situation = Motivation] 	<p>PATLS/M</p>
<ul style="list-style-type: none"> • It was really motivating and we all participated in the lessons. [Positive attitudes towards learning situation = Motivation] [Active participation] 	<p>PATLS/M, AP</p>
<ul style="list-style-type: none"> • Yes you are right it was motivating and I am a shy person and I managed to present in front of the class. I want to be an English teacher. [Positive 	

attitudes towards learning situation = Motivation]-[Exercising control over language learning]	PATLS/M, ECOLL
<ul style="list-style-type: none"> • Me too. • I liked my friends' opinions and they were nice. • It was a very relaxing and friendly atmosphere. [Positive attitudes towards learning situation = Motivation] 	PATLS/M
4. Did you learn and/or gain anything from this lesson?	
<ul style="list-style-type: none"> • Yes (N:62) • I learnt lots of things • My knowledge on cultural festivals has increased 	
5. What did you learn/gain?	
<ul style="list-style-type: none"> • I learnt about Henley Festival. • We also learnt about the festivals. • My cultural knowledge has increased. • I learnt how to search for information from the Internet. [Exercising control over language learning] • I learnt how to reflect on my learning and the lessons. [Reflection] • I learnt how to do research. [Exercising control over language learning] • I gained the skill of researching. [Exercising control over language learning] • I learnt how to read quick information. [Learning strategies] • I gained confidence. [Learner autonomy] • I learnt how to click on online dictionary and look up words I don't know. [Learning strategies] 	ECOLL
	RF
	ECOLL
	ECOLL
	LS
	LA
	LS

<ul style="list-style-type: none">• I leant that there are so many festivals in the world.	
<ul style="list-style-type: none">• It encouraged me to learning. [Intrinsic motivation]	IM
<ul style="list-style-type: none">• I did not understand much from the teacher but I learnt many things that I needed.	
6. Do you think this lesson has encouraged you to read more?	
<ul style="list-style-type: none">• Yes (N: 57).	
<ul style="list-style-type: none">• It has definitely encouraged me to read about Henley Festival and other festivals we learnt about yesterday.[Intrinsic motivation]	IM
<ul style="list-style-type: none">• Of course, I read about Rio festival. [Intrinsic motivation]	IM
<ul style="list-style-type: none">• Yes it has.	
<ul style="list-style-type: none">• Yes, this lesson has encouraged me to read more.[Intrinsic motivation]	IM
<ul style="list-style-type: none">• I am searching to find more on Twin Festival, The Twins Days Festival in Twinsburg, Ohio is the largest annual gathering of twins (& other multiples) in the world! Twins Days takes place on the first full weekend of August each year. You can read more on this link: http://www.twinsdays.org/ [Exercising control over language learning]-[Willing/able exercising control over language learning]	ECOLL, WAECOLL
<ul style="list-style-type: none">• I liked the art festival and I am reading about it now. I showed it to my parents and my father said it was an artistic festival. [Intrinsic motivation]	IM
<ul style="list-style-type: none">• My teacher gave me a name of a website called bugclub and I found lots of stories I like. I will read them all. [Intrinsic motivation]	IM
<ul style="list-style-type: none">• Yes, many thanks to our teacher. I will read too. [Teacher influence on intrinsic motivation]	TIIM

<ul style="list-style-type: none"> • Yes it is a very useful website. • I will improve my reading when I read those stories on the bugclub. • I can suggest a nice book from the bug club; go to level 2, Red colour. The name of the story is at the Fun Park, Category A. I found out that I can listen to the book and follow it when it reads on its own. <p>[Willing/able to exercising control over language learning]</p> <ul style="list-style-type: none"> • Really, can you help me please (I am Ibrahim)? [Learning strategies] • Yes it is true, the book reads for us. • Yes, I liked the topic and I am curious about it and I feel that I want to search about it and I want to read about the festivals because they were interesting. [Intrinsic motivation]-[Willing/able to exercising control over language learning]-[Intrinsic motivation] • My interest in festivals has increased. [Intrinsic motivation] 	<div>WAECOLL</div> <div>LS</div> <div>IM, WAECOLL, IM</div> <div>IM</div>
Data extract from researcher journal observations (Pre- and post-introduction of technology enhanced tasks)	Coded as
<p>16th September 2013: My observations on students' IT familiarity, their views about and intentions for using the e-pad:</p> <p>"We do not have internet at home".</p> <p>"We have internet signal at home but it is our neighbour's and I use it sometimes; however, it is very slow and sometimes off".</p> <p>"I do not have a computer in my house".</p> <p>"I do not have my personal computer and my brother has a laptop and he uses it all the time for his university studies and he always takes it with him to the university".</p> <p>"I search on the internet but I get lost sometimes and I need more time to search properly to find out what I want".</p>	

“When we get the tablets, we have internet in this school and we can save materials we download from the internet”.

“And it will be free; we do not have to pay at all”.

16th September 2013: I also asked the class whether they had carried out any research about any topic and given a presentation based on their investigations to the class in their past learning experience. Only two students said “yes”. I also asked whether they would like to prepare a topic and present it in class this year and while nearly half of them said “yes”, the majority answered “no”. Some of the yes reasons:

- it will be **fun or exciting**. [Extrinsic motivation]
- they will learn more because of **their involvement**. [Active participation =

Learner Autonomy]

- it will be very effective,
- it will be nice,
- it will be different from their previous learning,

Some of the “no” reasons:

- **they do not want to**. [Amotivation]
- they have not done it before,
- they will not know how to do it,
- they would feel shy,
- they will feel nervous to speak in class.

18th September 2013: In our informal conversation at the beginning of the first semester, majority of the students in two classes complained about the educational system in general and here are some comments I noted:

“...with this **system**, it is hard to learn English...because we have course-books that are very **boring and irrelevant** to what we are studying”. [Amotivation]

EM

AP/LA

AM

A/M

<p>"I have studied English more than five years and unfortunately I cannot have a simple conversation with my foreign friends on Facebook...I sometimes use Google Translate...". [Amotivation]-[Learning strategies]</p> <p>"...and we learn only grammar".</p> <p>"yes, that is true".</p> <p>I also asked about their reading habits and they replied that they did not read books, Especially in English because they did not understand and found reading very boring. Here are some comments I heard:</p> <p>"no, I don't like reading...[why? I asked] I don't know but I never read".</p> <p>[Amotivation]</p> <p>"...yes I read newspapers...in Turkish".</p> <p>"I don't know...I just don't like reading...it is not my thing [cup of tea] [habit]".</p> <p>[Amotivation, not interested]</p> <p>"Reading a book is like a torture... I hate it". [Demotivation]</p> <p>"I do not like reading generally and English is impossible to read and understand".</p> <p>"I tried reading English newspapers a few times but I could not understand anything and I got bored...all I do now is looking at the pictures when I see English newspapers". [Amotivation/not interested]</p> <p>On the other hand very few indicated they like reading:</p> <p>"I like reading stories...in the summer holiday..." [Intrinsic motivation]</p> <p>"Yes, my father is a teacher...yes he reads a lot".</p> <p>Students also complained about the course-books' topics and materials that were boring.</p> <p>More views about how to use the e-pad on 26th September 2013:</p> <p>"I will be able to read on the internet and I will not have to go to the internet cafes and spend time and money anymore because it is very expensive..."</p>	<p>AM, LS</p> <p>AM</p> <p>AM, NI</p> <p>DM</p> <p>AM/NI</p> <p>IM</p>
---	--

<p>“I want cultural themes”.</p> <p>“I like reading texts to be about football... weddings...festivals”.</p> <p>11th October 2013: Four students did not have their e-pads chargers.</p> <p>22nd October 2013: Two students got their e-pads</p> <p>14th October 2013: Some students complained about the problems (e.g., not having e-pad chargers):</p> <p>“We have not had our tablets’ charges yet” [Negative impact of ICT on motivation/Demotivation]</p> <p>“When are we getting our tablets?”</p> <p>“Teacher, we have not received our tablets and there are lots of problems...we better go back to our books” [Negative impact of ICT on motivation/Demotivation]</p> <p>15th November 2013: Students indicated that pre-e-pad activities helped them to predict and understand the content of the reading texts and they loved the topics. [Learning strategies]-[Intrinsic motivation]</p> <p>8th November to 11th December 2013: Students made references to collaboration that helped improved their learning and gave them confidence to be involved in the learning process and they learnt very much from each other:</p> <p>“I think I learnt better when I worked with my friends because we helped each other”. [Collaboration, learning strategies]</p> <p>“I liked working with my friends to prepare our presentations”. [Collaboration]</p> <p>“Today, I managed to do something worthwhile thanks to my group”. [Intrinsic motivation]-[Collaboration]</p> <p>“I realised that I understood the topic better when we discussed what we watched on YouTube today”. [Positive impact of the affordances of ICT on reading comprehension]</p>	<p>NIICTM</p> <p>NIICTM</p> <p>LS, IM</p> <p>COLL, LS</p> <p>COLL</p> <p>IM, COLL</p> <p>PHICTRC</p>
---	--

<p>“Me too”.</p> <p>11th December 2013: Students indicated that they were happy with what they did and they wanted to do more presentations, conducting interviews and so on.</p> <p>“We want to do more research and present it in the class”. [Willing/able to exercising control over language learning]</p> <p>I heard further comments about reflection activities in the class and noted in my journal</p> <p>“We reflected on our ideas and discussed them very nicely”. [Reflection]</p> <p>“It gave us opportunities to discuss our ideas”. [Reflection]</p> <p>“I learnt how to comment on my friends’ ideas”,</p> <p>“On the class blog, I thought carefully and wrote my ideas”. [Positive impact of the affordances of ICT on reflection]</p> <p>“I am normally not very open to talk but I was able to think and write my opinion on the class blogs”. [Positive impact of the affordances of ICT on reflection]</p>	<div></div> <div>WAECOLL</div> <div></div> <div>RF</div> <div>RF</div> <div></div> <div>PHICTRF</div> <div></div> <div>PHICTRF</div>
---	--

Appendix I/3 Sample showing how manual coding was applied to strings of the post-task qualitative data

AUTONOMY	Coding	MOTIVATION	Coding
I enjoyed working in groups	COLL	I loved the topics	PITDIM
I enjoyed working in pairs	COLL	I loved the atmosphere of the class	PATLS
I enjoyed working on my own	ECOLL	I loved the presentations	ECOLL
I liked searching on the Internet on my own	ECOLL	I like using the tablet	PHICTIM
I used Google Trasnlate	LS	I loved the goals	PITDIM

Appendix I/4 Sample of the pre-task qualitative data with coding

Themes	Sub-themes	Coding	Example
Motivation	Intrinsic motivation	IM	-I want to improve my English and express myself in English because knowing English is very important in our era. -I will learn more and prefer it better if the reading paragraphs are related to my real life..., weddings and cultural themes.
	Instumental motivation	INSTM	-I will need English when I travel or get a job or go to university.
Autonomy	Learning strategies	LS	-I use Google Translate.
	Collaboration	COLL	I like working with my friends because I learn more...and feel more confident when we work together.
Negative Factors	Demotivation /Amotivation	DM/AM	-I would love to but I don't understand and if I do not understand when I read, I will not like to read and I will not read. -I get bored looking up the unknown words very frequently but what shall I do. -The course books were very boring. - I did not feel comfortable in my English class last year.

Appendix I/5 Sample of the post-task qualitative data coding

Themes	Sub-themes	Coding	Example
Motivation	Intrinsic motivation	IM	<ul style="list-style-type: none"> -I read more than before. -They spent more time on reading skill. - I loved the those activities. - I put myself in Malala's shoes. -We had a nice time, thank you very much. - When I read, I forget myself.
	Positive attitudes towards learning English	PATLE	<ul style="list-style-type: none"> -I like learning English. -Those exercises improved my English.
	Positive attitudes towards learning situation	PATLS	<ul style="list-style-type: none"> -I love this classroom. -The atmosphere of the class was nice. -We had a nice time, thank you very much. -I got used to the environment and I was OK -I love learning English in this class. -Learning in this class is pleasant.
	Instrumental motivation	INSTM	<ul style="list-style-type: none"> -I will go to Bogazici University. -I want to improve my English because my brother works for the Caribbean Cruise Company and he called me to go and work with him.
	Positive influence of task design on intrinsic motivation	PITDIM	<ul style="list-style-type: none"> -I loved the activities. -The activities were motivating. -They are improving their English slowly with those nice activities you

			are teaching us.
	Positive impact of the affordances of ICT on intrinsic motivation	PIICTIM	<p>-I love using the tablet.</p> <p>-They like the activities with the tablets in the class.</p> <p>-I love using my e-pad to learn English.</p> <p>-It made learning the language more accessible.</p>
	Positive influence of task design on intrinsic motivation	PITDIM	<p>-That video clip was really entertaining.</p> <p>-I mostly liked YouTube clips.</p> <p>-I use the 'bugclub' website all the time, it is fantastic.</p>
	Positive influence of task design on intrinsic motivation	PITDIM	<p>-I love the topics.</p> <p>-Because I am interested in festivals.</p> <p>-Because the topics were nice.</p> <p>-I liked the women's football.</p> <p>-The themes were really well chosen...I liked them very much.</p>
	Teacher influence on intrinsic motivation	TIIM	<p>-We are lucky you are teaching us</p> <p>-You gave us confidence.</p>
Autonomy	Collaboration	COLL	<p>-I like working with my friends.</p> <p>-Because when we discussed the videos as group, I understand the content better.</p> <p>-I understood the text better because we discussed the content of the texts in our group.</p> <p>-I understood the text better because my friends shared their ideas which</p>

			<p>helped me to understand the text better than just reading and answering the questions myself.</p> <p>-My English level is not good so my friends helped me understand the topic better.</p> <p>-Of course group discussion developed my understanding of the text better.</p> <p>-By group discussions, I discovered things that made me look at them from different views.</p> <p>-Group discussion gave me confidence to talk and share my ideas.</p> <p>I exchanged my ideas with my partner [pair work].</p>
	Willing/able to exercise control over language learning	WEACOLL	<p>-I want to do more presentations.</p> <p>-They read more about the topics by searching on the Internet.</p> <p>-The interview process gave me confidence to go and ask students questions in the school...I like to do it again.</p>
	Exercising control over learning	ECOLL	<p>-I conducted interviews.</p> <p>-They read stories on the bugclub.com (easier access to authentic materials).</p> <p>-I participated more in the activities.</p> <p>- By searching online they read a lot about the topics</p> <p>- I am normally not confident talking</p>

			<p>in front of people but I gained my confidence by delivering my presentations in the class. Now, I read more than before on different themes.</p> <p>-When I searched online, I learnt more about “fun festival and women’s football” and I read more about those topics.</p>
	Learning strategies	LS	<p>-I used online dictionary.</p> <p>-Finding meaning of words: Google translate, online dictionary, from the context, gussing, help from my partner.</p> <p>-I feel that I learnt something.</p> <p>-I highlighted them and then I used online dictionary and Google Translate to find the meaning of unknown words.</p>
	Reflection	RF	<p>-It was nice to see my friends’ ideas.</p> <p>-I understood the meaning of the text much better at the feedback stage.</p> <p>-I think class blogs and the feedback part were the most useful for us.</p> <p>-They posted their ideas on the class blog without any hesitation.</p> <p>-They learnt and reflected their ideas in a stress-free environment</p>
	Positive impact of the affordances of ICT on learner autonomy	PIICTLA	-I read online newspapers...I often read simple books from the ‘bugclub’ website which you suggested me...
	Positive impact of task	PITDLA	-They [activities] were very useful,

	design on learner autonomy		especially survey activity. -I especially liked the beginning of the lesson.
	Positive impact of the affordances of ICT on learner autonomy	PIICTLA	-Without the tablet, we could not search on the Internet. -It has helped with preparing presentations.
Negative Factors	Group Work / Collaboration	GW/COLL	-Not happy with their group
	Pace of the lesson	PL	-Not enough time to read the reading texts properly. - The first lesson was a bit fast.
	Other ICT related issues	OICTI	- The internet was slow. - Lost connection (Internet). -Four students did not have their e-pads charges.
	Others	OT	-Reading hard copy was better than reading on screen. - Writing on the e-pad took time. - Friends, I did not find it very useful because I am shy to talk in English.
	Teacher	TL	-I did not understand much from the teacher in this lesson.
	Negative impact of task design on motivation	NITDM	-Topic on women football. -but 'women's football' was not appropriate for our culture. - I did not like the topic on "Women's Football" because it is not suitable for my culture.

APPENDIX J SUMMARY OF RESPONSES TO QUESTIONNAIRES

Appendix J/1 Pre-task questionnaire responses:

Experience with e-pad touch or similar devices:

1. Having experience with an e-pad touch: Yes: 54 / No: 16

2. Frequency of using the e-pad:

a) every day: 5 b) once or twice a week: 12 c) once a month: 19 d) Never: 34

3. Purpose of using the e-pad:

-For chatting with friends, watching videos of some subjects (e.g. History) that they don't understand, playing games, doing homework, studying English, having fun, looking for information, improving themselves, sharing some files, for education, logging in to social the apps (e.g. Whatsapp, Facebook), listening to music, reading newspapers.

4. Own an e-pad (I-pad): Yes: 9 / No: 61

5. Computer access at home: Yes: 54 / No: 16

6. Types of computer: a) PC: 12 b) Laptop: 31 c) Both: 11

7. Computer skills?

a) very good: 18 b) good: 21 c) not bad: 16 d) bad: 12 e) very Poor: 3

8. Frequency of using the Internet:

a) every day: 19 b) once or twice a week: 31 c) once a month: 20 d) never: 0

9. Use mobile phones: Yes: 49 / No: 21

10. Use mobile phone for:

a) Looking up information: 17 b) texting: 70 c) talking with others: 70 e) playing games: 17 f) e-mailing: 5 g) taking photos: 32 h) other: 0

11. Sort of information is looked up:

a) lesson-related (e.g. geography): 10 b) general information (e.g. health): 15 c) other:

12. Play games online on:

a) mobile phone: 4 b) computer: 49 c) both: 3

13. Read the instruction in English when play games: Yes: 18 / No: 38

14. Use MSN Messenger, Facebook or Skype or similar tools: Yes: 56 / No: 14

15. Contact people from another country through the Internet: Yes: 19 / No: 51

16. Language of communication:

a) Turkish: 20 b) Other: Kurdish: 27 English: 7 consulting Google translate, German, 4

17. Use English apps: (e.g. Skype, Twitter, Facebook, YouTube etc.): Yes: 59 / No: 11

18. Kind of apps and purpose of using them:

Facebook: to chat with friends, look at friends' photos; Twitter: to use their blog, to follow the agenda; Android games, Skype: to speak with relatives and friends; Whatsapp: to chat; Wechat: to chat.

19. Watch films on the Internet: Yes: 41 / No: 29

20. Watch on (more than one option):

1) PC: 21 2) laptop: 37 3) mobile phone: 0

21. Watch them in English: Yes: 21 (subtitle) / No: 20

22. Watch them in Turkish: Yes: 41 / No: 0

23. Listen to songs on the Internet: Yes: 68 / No: 2

Listen in: Turkish: 68, English: 21

24. Look at their lyrics on the screen: Yes: 17 / No: 40

25. Self-evaluation of fluency level in reading English

Excellent (N: 1), above average (N: 8), average (N: 51), weak (N: 10)

Frequency of reading	every day	3/4 times a week	once a week	once a month	never
26 Turkish for pleasure	N: 27	N: 34	N: 6	N: 2	N: 1
27 English for pleasure	N: 3	N: 4	N: 11	N: 24	N: 28
28 Turkish for study purpose	N: 38	N: 30	N: 2	N: 0	N: 0
29 English for study purpose	N: 14	N: 18	N: 29	N: 8	N: 1

30. Find reading in English interesting: (N: yes: 22 / no: 48)

31. Reading habit in English:

Novel: (N: 1)

Magazine: (N: 3)

English stories: (N: 3)

Newspapers (N: 7)

Lyrics: (N: 8)

32. Read in English (internal or external):

-Teachers ask: (N: 27)

-I want to: (N: 33)

-Both (N: 10)

33. Encouraging reading more in English (more than one option):

a) more guidance from the teacher (N: 31)

b) different media (e.g. computer or video-based materials) (N: 63)

c) more interesting material (N: 70)

d) more free time (N: 29)

e) using e-pad (N: 58)

f) other: (N: 3) chat with someone in English, more fun activities, to read more English stories,

34. Expectation from English lessons (more than one option):

- a) to improve general English (N: 70)
- b) to improve reading skills in English (N: 68)
- c) to improve speaking skills in English (N: 70)
- d) to get a qualification (N: 19)
- e) nothing
- f) other: (N: 2) to improve myself, to be able to read, understand and communicate when I go abroad.

35. Are you excited that you will use an e-pad for your language learning? (N: yes: 68/ no:2)

36. Do you think you are well prepared for the use of an e-pad? (N: yes: 8/ no: 62)

37. Could you explain your answer to question 36 please (why you circled 'yes' or 'no')?

-We did not have any training.

-They should have shown us the functions of the tablets

38. Do you feel that you need more training to use an e-pad? (N: yes: 62 / no: 8)

39. How will an e-pad help you in language learning?

Common answer:

-It will help me with my listening,

-I will find better resources to read,

-I will read more online stuff,

-I will use it for my vocabulary development,

-It will help me with learning more vocabulary,

-I will learn more English than I do now in the school,

- It will be very useful for my English,
- No idea,
- I am not sure,
- It will help us very much regarding visual and audio,
- It will contribute to education,
- Lessons will be more fun and exciting,
- If we study with the e-pad, it will be very useful for our English,
- I will watch video clips in English,
- First of all, it will help me with my reading and listening,
- It will help us to understand the lessons better and it will also make us to love our lesson more.
- By watching video clips, we can improve our language,
- It will help my pronunciation,
- It will help my reading skill by watching subtitle video clips,

	1) Strongly disagree	2) Disagree	3) Not sure	4) Agree	5) Strongly agree
40	I will read more English on the Internet (e.g. in Facebook, Twitter, Wikipedia) if I use an e-pad in the classroom				4.4
41	I will enjoy reading more English if I use an e-pad in the classroom				4.4
42	I will put more effort into reading English if I use an e-pad in the classroom				4.4
43	I will spend more time reading English If I use an e-pad in the classroom				4.3
44	If reading English texts are related to my real life experience, I will be more interested in doing tasks and activities than the ones not related				4.0

45	If reading English texts are related to my real life experience, I will put more efforts in doing tasks and activities than the ones not related	4.0
46	I don't feel generally comfortable learning in English classes (reversed)	3.0
47	Learning English will help me to become a new person	4.7
48	I really enjoy learning English	3.5
49	English is an important part of the school program	4.0
50	I plan to learn as much English as possible	3.8
51	I generally look forward to English classes	3.2
52	The English classroom atmosphere is generally very pleasant	3.4
53	I would rather spend my time on subjects other than English (reversed)	3.9
54	Learning English is a waste of time (reversed)	3.9
55	When I leave school, I shall give up the study of English entirely because I am not interested in it (reversed)	4.1
56	I am generally willing to work with my classmates as a group in English lessons	4.1
57	Learning English will help me to meet foreigners with whom I can imagine myself speaking English and with whom I can make friends in holiday places in Turkey	4.0
58	Studying English is important to me because an educated person is supposed to be able to speak English	3.9
59	Learning English is important to me because without it one cannot be successful in any field such as future jobs and studies	4.0
60	I study English because it will have financial benefits for me	4.1
61	If I fail to learn English, I will be letting other people down (e.g. my	3.1

	family) down (reversed)	
62	I can imagine myself speaking English with international friends or colleagues	4.0
63	The things I want to do in the future require me to speak English.	4.1
64	When I think about my future, it will be important for me to be able use English	4.0
65	I like to think of myself as someone who will be able to speak English	4.1
66	I am generally willing to read in English on my own	3.9
67	I like reading in English together with my classmates	3.4
68	The teacher should explain every language point to me in the class (reversed)	3.1
69	I am usually willing to read in English together with my classmates	3,7
70	I generally like taking part in activities which involve discussion within a group	3.8

Appendix J/2 Post-task questionnaire responses

1	Learning English will help me to become a new person	5.0
2	I feel comfortable learning English in this class	5.0
3	English is an important part of the school program	5.0
4	I have been putting more effort into reading English since I started using the e-pad in the classroom	4.6
5	I am really enjoying learning English using the e-pad	5.0
6	I have been spending more time reading English since I started using the e-pad in the class	4.7
7	I was interested in doing the tasks and activities because the reading texts were related to my real life experience	4.6
8	I put more effort in doing the tasks and activities because the reading texts were related to my real life experience	4.6
9	Learning English is more fun when using an e-pad	5.0
10	I felt very satisfied when I was searching online for information about "Fun Festivals, Women's Football and "Malala's Story"	5.0
11	I felt very satisfied when I found information on "Fun Festivals, Women's Football and Malala's Story"	5.0
12	I felt very motivated when I presented the results of my research about "Fun Festivals, Women's Football and Malala's Story"	5.0
13	I was very happy to work with my group	4.6
14	Activities based on the use of e-pad make it more enjoyable to learn English	5.0

15	<p>I felt very motivated when I was reading the texts and doing the activities using the e-pad</p> <p>If you felt motivated, name one factor that you found motivating:</p> <p>Preparation, presentation interview activities (N: 20)</p> <p>Watching the video clips about the topics (N: 6) (watching the goals of women world cup) (N:15)=(N:21)</p> <p>Feedback and discussion parts (N: 12)</p> <p>Group activities (N: 7)</p> <p>Topics (N: 3)</p> <p>Atmosphere of the class (N: 2)</p> <p>Asking questions during the presentations (N: 2)</p> <p>Visualizing the character, Malala (N:1)</p> <p>Finding solution to sort out problem (N: 1)</p> <p>The first activities of the lesson (N: 1)</p>	5.0
16	Using an e-pad makes no difference to reading English (reversed)	5.0
17	<p>I felt less motivated when I was reading the texts and doing the activities using the e-pad (reversed).</p> <p>If you felt less motivated, name one factor that you found demotivating:</p> <p>The internet was slow (N: 38)</p> <p>Writing on the e-pad took time (N: 11)</p> <p>Reading hard copy was better than reading on screen (N: 9)</p> <p>Frozen screen (N: 6)</p> <p>Topic on women football (N: 4)</p> <p>Not enough time to read the reading texts properly (N: 2)</p>	5.0

	The first lesson was a bit fast (1%) Lost connection (N: 1) Not happy with their group (N: 1)	
18	I want to learn as much English as possible using the e-pad	4.6
19	I wanted to read more about the festivals of other cultures while searching online for information	5.0
20	I am now looking forward to my English classes	4.7
21	The atmosphere of the English classes is pleasant	4.6
22	I would rather spend my time on subjects other than English (reversed)	4.8
23	Learning English is a waste of time (reversed)	5.0
24	I had difficulties at the beginning but now I am used to the e-pad and my English has been improving since I started using it	4.8
25	It was nice to see what my friends achieved in English in a short period of time	4.8
26	I like doing research on my own using the e-pad	4.7
27	Working together gave me the opportunity to interact and shared my ideas with others and I enjoyed it	4.8
28	I believe that with the help of the e-pad, I have taken a few steps in learning English on my own	4.7
29	It was a useful experience to search online and find information about "Fun Festivals, Women's Football and Malala's Story" then present it to the class as a group	5.0
30	It was really enjoyable to produce something (e.g. conducting an interview) on my own	5.0
31	I began to improve my reading skills through further practice activities	4.8

	using the e-pad	
32	It was difficult to take on responsibility for conducting an interview about “ Women’s Football” but I am used to it now and I am willing to do more this way	5.0
33	It was difficult to take on responsibility for searching on the Internet about “Fun Festivals, Women’s Football and Malala’s Story” in the class but I am used to it now and I am willing to do more this way	4.8
34	It was difficult to take on responsibility for presenting my results from “Fun Festivals, Women’s Football and Malala’s Story” in the class but I am used to it now and I am willing to do more this way	4.8
35	I did not like working with others (reversed)	4.6
36	Working together and sharing ideas has helped my language learning progress positively	4.8
37	Working together and sharing ideas has encouraged me to put more effort into my language learning	4.8
38	I feel that my reading skills has improved since I started using the e-pad	4.6
39	Group activities increase interaction between students which positively affect my English learning	4.8
40	The most important part of learning English in this class is we learn by being actively involved into the learning process	5.0
41	I like reading in English on my own	4.4
42	I like reading in English together with my classmates	4.5
43	I am now able to take some responsibilities for my own learning as I did in the reading activities such as searching online to find information about “Fun Festivals, Women’s Football and Malala’s Story”	4.7
44	I feel that the level of my reading skills has increased since I did the	5.0

	reading activities	
45	Searching online enabled me to use different learning strategies such as consulting online dictionaries, looking up for information from different websites etc.	5.0
46	Learning English is important to me because without it one cannot be successful in any field such as future jobs and studies	4.5
47	The things I want to do in the future require me to use English	4.9
48	My parents encourage me to take every opportunity to use my English (e.g. reading)	3.4
49	I like to think of myself as someone who will be able to speak English	4.8
50	I can imagine myself studying in a university where all my courses are taught in English	4.7
51	If I fail to learn English, I will be letting other people (e.g. my family) down (reversed)	3.5
52	Learning English will help me to meet foreigners with whom I can imagine myself speaking English and with whom I can make friends in holiday places in Turkey	4.8
53	I can imagine myself speaking English with international friends or colleagues	4.9
54	What do you consider your reading level now?	

	Excellent (N:19)	Above average (N:39)	Average (N:12)	Weak (N:0)	
1= every day	2= 3/4 times a week	3= once a week	4=once a month	5= never	
55. English for pleasure	every day:27	3/4 times a week:32	once a week:11	once a month	never:

56. English for study purpose	every day:31	3/4 times a week:36	once a week:3	once a month	never:
-------------------------------	--------------	---------------------	---------------	--------------	--------

57. How helpful have you found using the e-pad for learning English?		
not helpful	helpful	very helpful
1	2 (N: 7)	3 (N: 63)

58. How helpful have using the e-pad been in improving your reading skills?		
not helpful	helpful	very helpful
1	2 (N: 5)	3 (N: 65)

59. What difference do you think using the e-pad has made to learning English so far?

It has helped them with preparing presentations (N: 27)

They like the activities with the tablets in the class (N: 13)

They read more about the topics by searching on the Internet (N: 11)

They can find more materials on the Internet about their lessons (N: 10)

Their listening and reading skills have improved (N: 8)

They read stories on the bugclub.com (easier access to authentic materials) (N: 7)

They spend more time on reading skill (N: 4)

Now think about the English lessons on the topics of “Fun Festivals, Women’s Football and Malala’s Story” which you attended in November and December and answer the following questions about the lessons. Please read the questions carefully before you answer and circle ONE number only in your answer.

60. What do you think about the length of the reading texts?
--

Too short	short	right length	long	too long
1	2 (N:6)	3 (N:53)	4 (N: 11)	5

61. How difficult/easy did you find the reading texts?

very difficult	difficult	moderate	easy	very easy
1	2 (N:5)	3 (N:52)	4 (N:7)	5 (N:5)

62. Were the activities (watching video clips on YouTube, reading the photos related to the texts and discussing ideas with partners, etc.) helpful in understanding the content of the lessons before you started to read the text?

not helpful	helpful	very helpful
1	2 (N:28)	3 (N:42)

Could you explain your answer to question 62 please?.

They were related to the content of the reading text so they made me to understand the content quicker (N:35),

The YouTube videos were related the themes of the reading text (N: 11),

Because when we discussed the videos as group, I understand the content better (N: 1)

I loved the those activities because when I watched the video clip and saw the photos, I knew what I was going to read (N:1)

No explanation (N: 21)

63. How helpful were the instructions displayed on the smart-board while you carried out the reading activities on "Fun Festivals, Women's Football and Malala's Story?"

not helpful	helpful	very helpful
1 (N: 3)	2 (N:41)	3 (N:26)

64. Were there many words you did not understand while reading?			
no	few	many	very many
1 (N:8)	2 (N:51)	3 (N:9)	4 (N:2)

65. What did you do to find out the meaning of the unknown words? Write your answer below
Google translate (N: 29),
online dictionary (N: 17),
from the context (N: 17),
gussing (N: 16),
from my partner (N: 1)

66. How interesting did you find the topics of the reading texts?		
not interesting	interesting	very interesting
1 (N:4)	2 (N:21)	3 (N:45)
Could you explain your answer to question 66 please?		
The festivals were fun (N: 23),		
Because the topics were nice (N: 16),		
Because I am interested in festivals (N: 11),		
I saw different cultures (N: 3),		
I think the topics were interesting but 'Women's Football' was not appropriate for our culture (4).		
I liked the topics, especially "Malala's" Story", because it reflects some parts of culture in in my village (N: 1),		
I learnt different festivals of different cultures so they were very informative and fun (N: 1),		
They were just interesting (N: 1),		

I knew the topic before (the subject with negative answer) (N: 1),

they were different (N: 1),

I liked the women football because I want to go and watch them personally (N: 1),

because they encouraged me to think a lot, especially "Malala's story" (N: 1),

watching the goals was really nice and interesting because when I watch things I learn more (N: 1),

I learnt that there are girls in this world want to study even if their life is in danger like Malala (N: 1)

No explanation (N: 8)

67. How useful were the exercises and activities (skim, scan and careful reading; group presentations; feedback stage and class blog) in understanding the text?

not useful

useful

very useful

1

2 (N:21)

3 (N:49)

Could you explain your answer to question 67 please?

They were very useful, especially the group presentations and survey activity (N: 15),

I understood the content while watching the YouTube videos (N: 13),

They helped me to develop my understanding of the text better (N: 3),

Those exercises improved my English (N:3),

I understood the meaning of the text much better at the feedback stage (N: 2),

I think class blog and the feedback part were the most useful for us as students to understand the importance of our ideas not just understand the text but to understand our strengths and weaknesses (N:1),

Thinking about a character activity at the beginning of the lessons was really effective in connecting my personality to the topic about "Malala's story" (N:1),

I put myself in Malala's shoes (N:1),

I was participated more in the activities and by getting ideas from my class friends, I understood the reading texts better (N:1)

No explanation (N: 30)

68. How useful were the group discussions in understanding the text?

not useful

useful

very useful

1 (N:2)

2 (N:19)

3 (N:49)

Could you explain your answer to question 68 please?

I understood the text better because we discussed the content the texts in our group (N: 14),

I understood the text better because my friends shared their ideas which helped me to understand the text better than just reading and answering the questions myself (N: 9),

My English level is not good so my friends helped me to understand the topic better (N: 4),

Of course group discussion developed my understanding of the text better (N: 1),

By group discussions, I discovered things that made me to look at them from different views (N: 1),

Group discussion gave me confidence to talk and share my ideas (N: 1)

I participated in the lesson much more actively, (N: 1),

By working with my group learning in general is more fun and enjoyable (N: 1),

It was not useful because I was shy to talk in English (N: 1),

We share our knowledge and I think this was very useful for every one (N: 1)

No explanation (N: 37)

69. How useful were the pair work in understanding the text?

not useful	useful	very useful
1	2 (N:34)	3 (N:36)
Could you explain your answer to question 69 please?		
Pair work gave me a chance (opportunity) to speak English (N: 21)		
I exchanged my ideas with my partner which helped me to understand the text better (N:13),		
Pair work made me to work more and participate more in the lesson (N: 1),		
when I share my ideas with others, I learn more (N: 1),		
I like working with my partner (N: 1)		
No explanation (N: 33)		

70. How useful was the preparation of the group presentations in improving your reading skills?		
not useful	useful	very useful
1	2 (N:6)	3 (N:64)
Could you explain your answer to question 70 please?		
By searching online they read very much about the topics (N: 15),		
They read more when they prepared for my presentations (N: 12),		
Because they read a lot to find information (N: 9),		
They read my friends answers and they compared their answers with mine (N: 7),		
I skimmed the information first then I read the related parts more carefully (N: 1)		
I am now able to read faster than when I first started in this class (N: 1),		
I spent more time on finding information about the questions on people who were educated and uneducated (N: 1) [Manala's story],		
I am normally not confident talking in front of people but I gained my confidence by presenting my presentations in the class. I read more than before now on different themes (N:		

1),

I was really interested in Malala's story and I read more about her on BBC News (N: 1),

When I searched online, I learnt more about "fun festival and women football" and I read more about those topics (N: 1),

By doing research, our English has been improving (N: 1),

Many thanks indeed for giving me the opportunity to learn more with you teacher (N: 1),

I learnt how to read properly (N: 1)

No explanation (N: 18)

71. How useful was the preparation of the group presentations in improving your reading strategies?

not useful

useful

very useful

1

2 (N:39)

3 (N:31)

Could you explain your answer to question 71 please?

They asked their friends in their group when they needed help (N: 10),

Guessing unknown words (N: 10),

They combined our findings and they learnt from each other (N: 9),

They used the strategies you taught them when they read to find information (N: 5)

They interact with each other and learnt from each other (N: 3),

They compared the information (N: 3),

I did not read everything, I read the key words and important information on the website (N: 1)

I prepared an outline and followed it when I searched for information (N: 1),

I did not read everything when I searched for the answers and I read the summary or conclusion of information first as our teacher taught us and then I read more if the

information was relevant (N: 1),

We did a research, then collected information, then presented in the class, they were definitely useful strategies (N: 1),

I had to prepare answers because I had to present something to my friends and they helped me when I found something difficult (N: 1),

I learnt how to find information quickly (N: 1),

No explanation (N: 24)

72. How useful was the preparation of the group presentations in improving your skills in terms of researching information?

not useful

useful

very useful

1

2 (N:2)

3 (N:68)

Could you explain your answer to question 72 please?

Preparing group presentations needed to do a lot of research to find information (N: 24),

Group preparation improved their research skills because they did a lot of research while preparing group presentations (N: 12),

They learnt how to search websites by getting help from their group (N: 7),

They learnt how to find information (N: 5),

I learnt where to look for information on the Internet (N: 1),

I have now knowledge on different themes like Fun Festivals (N: 1)

No explanation (N: 20)

73. How useful were the feedback stage and class blog in reflecting on your views about the reading activities and lessons?

not useful

useful

very useful

1	2	3 (N:70)
		Could you explain your answer to question 73 please?
		At the feedback stage and class blog they was able to express themselves and express their ideas (N: 25),
		opportunities to discuss what they thought about the activities and lessons in this class at the feedback stage and on the class blog (N: 24)
		They liked to see the teacher asked them to comment on the lessons (N: 8),
		They were shy to talk in the class but they revealed their thoughts on the class blog, (N: 4),
		At the feedback stage, with friends they discussed the benefits of the presentations and the activities they carried out and it was very useful because they had the opportunity to talk about what they learnt. On the class blog, they had more time think and prepare what they wrote. They should have those discussions in the class all the time. (N: 1)
		I liked that our ideas were valued because so far in my education life no teacher has asked us what we thought about activities in our lessons (N: 1),
		I realized that I learnt many things during the feedback stage and class blog while discussing the lessons (N: 1),
		I learnt how to post message on the class blog (N: 1),
		At the feedback stage, I had the opportunity to discuss what I learnt and on the class blog I had more time to think and write my opinion (N: 1),
		They posted their ideas on the class blog without any hesitation (N: 1),
		They posted their ideas on the class blog after a deep thought (N: 1),
		They learnt and reflected their ideas in a stress-free environment (N: 1),

74. What else would you like to say about the lesson on the topics of “Fun Festivals” “Women Football and “Malala’s Story”?

The lessons on these topics were very interesting and enjoyable (N: 37),

They were very different topics and I liked them (N: 14),

I think they were very nice (N: 6),

The lessons were motivating (N: 4)

Fun Festivals” and “Malala’s Story” made him/her think about them and I will one day go and attend to the “Cheese Rolling Festival” in the UK (N: 1).

We had a nice time (N: 1),

They certainly weren’t boring (N: 1),

We had a nice time, thank you very much (N:1),

Topics should be effective on people’s lives and they were definitely effective on me (N: 1),

I think there is a general misconception about women football and most men think that women should not play football which I totally disagree and they should play or do anything they like, they deserve everything (N: 1),

We have GAP festival here in the South East and I attend to it every year so the topic on the fun festivals was very interesting and nice (N: 1),

The lesson is very different from my other lessons in the other classes because my teacher is from England and nice and we chat with him as we are friends (N: 1),

I did not like the topic on “Women Football” because it is not suitable for my culture (N: 1)

APPENDIX K ORIGINAL TURKISH FOR STUDENT QUOTATIONS APPEARING IN THE THESIS

Appendix K/1 Pre-task interview quotations used in the thesis with English translation
(Manin Study)

Sema/1: "*İsterdim ama anlamıyorum ve ne okuduğumu anlamazsam okumaktan hoşlanmayacam ve okumayacağım*". [I would love to but I don't understand and if I do not understand when I read, I will not like to read and I will not read].

Banu/2: "*Şu an basit bir hikaye okuyorum ve her Pazar sabahı bir sayfa okuyorum*". [I am now reading a very simple story and I finish a page every Sunday morning by consulting the dictionary very frequently].

Banu/3: "*Bilinmeyen kelimeleri bulmak için sözlüğe çok sık baktığımda sıkılıyorum ama ne yapayım?*" [I get bored looking up the unknown words very frequently but what shall I do?].

Banu/4: "*İngilizce kitap ya da hikaye satın alacak yer yok burda ve çok pahalı burda...kardeşim İzmirde yaşıyor ve ondan kitap istiyorum. O alır ve otobüsle bana gönderir*". [There is no place here to buy English stories or books, and they are very expensive here ... My brother lives in Izmir and I ask him for books. He buys and sends them to me by bus].

Banu/5: "*Evet, Facebook mesajlarını okuyorum ama tüm mesajlar Türkçe...evet, online oyunların bazıları İngilizcedir fakat Google Translate kullanıyorum...evet haklısınız, bazen İngilizce talimatler okuyorum*". [Yes, I read my Facebook posts but all the posts are in Turkish...yes, some of the online games are in English but I use Google Translate...yes you are right, I sometimes read the instructions in English].

Banu/6: “...geçen yıl okumak için İngilizce öğretmenimden İngilizce hikayeler istedim fakat o bana ders kitabından başlamamı önerdi...kitaplar çok sıkıcıydı çünkü konular ilgi alanımala ilgili değildi ve çoğunlukla dil bilgisi ağırlıklı”. [...last year I asked my English teacher for English stories to read but my teacher suggested that I could start from the course book ... the course books were very boring because the topics were not very relevant to my interests and the activities were mostly grammar-based].

Sema/7: “İngilizcemi geliştirip kendimi İngilizce ile ifade etmek istiyorum çünkü İngilizce bilmek çağımız için çok önemli”. [I want to improve my English and express myself in English because knowing English is very important in our era, but with this system it is very difficult].

Sema/8: “Sınıfta İngilizce konusamadığım zaman telaşlanıyorum...geçen sene İngilizce sınıfımda kendimi rahat hissetmedim bu yüzden zamanın çabuk geçmesini istiyordum”. [I get nervous when I cannot speak English in the class... I did not feel comfortable in my English class last year so I wanted the time to pass quickly].

Sema/9: “Önceki İngilizce sınıflarını sevmедim çünkü aynı şeyleri öğrendim...merhaba, nasılsın?...kendimi hala İngilizce ifade edemiyorum... ders kitapları? Gerçekten onları sevmедim çünkü onları anlamadım”. [I did not like my English classes before because I learnt the same things...hi, how are you?...I am still not be able to express myself in English...the course-books? I really did not like them because I did not understand them].

Sema/10: “...ders kitapları burç ve kahvenin tarihi gibi sıkıcı konuları vardı”. [...the course books had topics like horoscopes and the history of coffee, which were boring].

Banu/11: *“Kesinlikle, çok daha ilginç olur ve kitapları daha anlayıp ve sevecem eğer konuları hayatımla ilgiliyse”*. [I will learn more and prefer it better if the reading paragraphs are related to my real life...for example, life here in Diyarbakir, weddings and cultural themes].

Sema/12: *“seyehat etme ya da iş bulmada ya da üniversiteye gittiğimde İngilizce lazım olacak”*. [I will need English when I travel or get a job or go to university”].

Banu/13: *“Skype üzerinden diğer ülkelerden insanlarla sohbet etmek istiyorum”*. [I want to chat with people from other countries through Skype].

Banu/14: *“Birgün bir turist ile karşılaşsam ya da yurtdışına gidersem onu kullanacam”*. [If one day I meet a tourist or go to abroad, I will use it English].

Sema/15: *“Arkadaşlarımla birlikte çalışmaya seviyorum çünkü daha çok öğreniyorum...birlikte çalıştığımızda kendimi daha güvende hissediyorum”*. [I like working with my friends because I learn more...and feel more confident when we work together].

Banu/16: *“Daha çok kitap okumak istiyorum ama malesef burada İngilizce hikayeler bulamıyorum”*. [I like to read more books but I like my teacher to guide me more].

Banu/17: *“...yaklaşık 10 dakikamı alıyor bir sayfa bitirene kadar çünkü sözlüğümü çok sık kullanıyorum”*. [...it takes me nearly 10 minutes to finish one page because I use my dictionary frequently...I sometimes find it boring but this is the only way].

Banu/18: *“Google Translate kullanıyorum ne yazdıklarını anlamak için”*. [I use Google Translate to understand what they wrote].

Banu/19: *“İngilizce okuyup ve doğru dürüst anlayamıyorum ve üzümlere söylüyorum kültür olarak okumuyorum”*. [I cannot read and understand English properly and regretfully as a culture we don't read]

Appendix K/2 Post-task interview quotations used in the thesis responses (Main Study)

Kubra/20 “*Aktiviteler motive ediciydi ve onları çok sevdim ve arkadaşlarımda sevmiş gibidiyeler... mükemmeldieler*”. [The activities were motivating and I liked them very much, and my friends seemed to like them as well ... they were fantastic].

Kubra/21: “*...bu sınıfta İngilizce öğrenmeyi seviyorum çünkü birşeyler öğrendiğimi hissediyorum*”. [...I love learning English in this class because I feel that I learn something].

Meryem/22: “*...tabletim ile İngilizce öğrenmeyi seviyorum*”. [...I love using my e-pad to learn English].

Kubra/23 “*İngilizce öğrenmeyi seviyorum çünkü bu güzel aktivitelerle bu sınıfta İngilizce öğrenmek eğlenceli ve hoş*”. [I like learning English because in this class learning English is fun and enjoyable with those nice activities].

Sevim/24 “*İngilizce öğrenmeyi her zamankinden daha fazla hoşuma gidiyor*”. [I like learning English more than ever].

Kubra/25: “*Önceki öğrenme deneyimlerime göre, bu yolu kesinlikle seviyorum...Geçmişte öğrendiğim tek şey dilbilgisi, dilbilgisi, dilbilgisi ve bu yüzden sınıftaki öğrencilerin çoğu kendini İngilizceyle ifade edemiyor...Şimdi ellerinden geleni yapıyorlar ve İngilizceleri bize öğrettiğin bu güzel aktivitelerle yavaşça ilerliyor...*”. [I definitely like this way compared to my experiences of learning in the past...All I learnt in the past was grammar, grammar, grammar and that's why there are lots of students in the class who cannot express themselves in English properly...now they are trying to do their best and they are improving their English slowly with those nice activities you are teaching us...].

Sevim26: “*Dersin başındaki fotoğraflar ve YouTube videolar harikaydı çünkü gerçek senaryo izledim ve otantiktiler*”. [The pictures and the YouTube videos at the beginning of the lessons were great because I watched the real scenario on YouTube and they were authentic].

Adnan/27: “*Sınıfının atmosferi güzeldi*”. [The atmosphere of the class was nice].

Tarkan/28: “*Bu sınıfta kendimi geliştirdim ve bu sınıfta öğrenmek zevkli*”. [I have improved myself in this class and learning in this class is pleasant].

Tarkan/29 “*İngilizcem çok hızlı geliyor çünkü bizimle sadece İngilizce konuşuyorsun*”. [My English is improving very fast because you speak with us in English only].

Sevim/30: “*Bizi öğrettiğiniz için şanslıyız çünkü konuşmaya ve fikirlerimizi yansıtmamıza tesvik ediyorsun ve bide hata yapmaktan korkmamamızı, hatamalmamızdan öğrendiğimizi sürekli söyluyorsunuz*”. [We are lucky you are teaching us because you are encouraging us to speak and reflect on our ideas...you also regularly say that ‘don’t be afraid of making mistakes, we are learning more from our mistakes].

Tarkan/31: “*Bu sınıfta dersler çok eğlenceli*”. [The lessons in this class are really enjoyable].

Sevim32: “*‘Women’s World Cup’ta en iyi golü izlemeyi sevdim ve sadece ben değil, herkes sevdi çünkü bayan futbolcu gol attığı zaman: ‘wow o hayatımda izlediğim en iyi goldü’ zevkten haykırıyorduk...o video klip gerçekten güzeldi...Malala’nın konuşmasını izlerken, nerdeyse ağlıyordum çünkü çok haklıydı ve konuşması duygu doluydu*”. [I loved watching the best goals in the Women’s World Cup and not only me but everybody liked it...because when a woman player scored the goal, we were screaming in joy: ‘Wow that was the best goal I have ever seen’...that video clip was really entertaining...while watching Malala’s speech, I nearly cried because she was so right and her talk was full of emotions].

Kubra/33: *“Ben çevrimiçi gazete okuyorum ... ‘bugclub’ websitesinden bana önerdiğiniz basit kitablari sık sık okurum... onu seviyorum, o bir hazine”*. [I read online newspapers...I often read simple books from the ‘bugclub’ website which you suggested to me...I love it, it is a treasure indeed].

Meryem/34: *“Fun Festival hosuma gitti çünkü tüm dünyada farklı festivaller öğrendim”*. [I enjoyed ‘the Fun Festivals’ because I learnt about different festivals all around the world].

Meryem/35: *“Dersler çok motive edici, eğlenceli ve keyifli.”* [The lessons were very motivating, fun and enjoyable].

Meryem/36 *“Bize okulda öğrencilerle anket yapmada güven verdiniz ve başarılı olmamızda çok yardımcı oldunuz, teşekkürler”*. [You gave us confidence and helped us a lot to succeed in conducting the interview with students in the school, thank you].

Bilal/37: *“Bu şekilde, sunum gibi aktivitelere dahil oluyorum ve kendim yaptığım zaman, daha çok öğreniyorum ve daha çok seviyorum...elbetteki tablet sayesinde bu aktiviteleri yapmak mümkün oldu”*. [This way, I am involved in the activities like presentation and when I do it myself, I learn more and I love it more...of course the tablet [e-pad] made it possible to do those activities].

Sevim/38: *“Sunumların sonunda, sunumları tartıştığımız zamanı ve onlardan öğrendiğimi sevdim”*. [I loved when we discussed the presentations and what we learnt from them at the end of our presentations].

Bilal/39: *“Birbirimize yardımcı olduk grubumda ve ilk sunumumuzu tamamlamayı başardık ve tamamiyle sevdim”*. [We helped each other in my group and we finally managed to complete our first presentation, and I totally loved it [e-pad]].

Kubra/40: “*Tablet olmadan, bilgi aramak ve kısa bir süre içinde o bilgiyi bulmak mümkün olmazdı. Sınıfın atmosferi değişti ve çoğumuzu motive etti*”. [Without the e-pad, I would not be able to search for information and find it in a short period of time. It has changed the atmosphere of the class and motivated most of us..., certainly me].

Bilal/41: “*Dil öğrenimini daha erişilebilir hale getirdi, çünkü İngilizce okumak için yeterli malzeme yok...eğer kitap almaya kalkışırsam, alıp ve bade göndermesi için İstanbul'daki dayıma soylemem lazım ve kitap ya da hikaye almak çok pahalı, özellikle İngilizce*”. [It made learning the language more accessible because we don't have enough materials to read in English ... if I want to buy one [book], I have to contact my uncle in Istanbul to buy it then send it to me and it is very expensive to buy books, especially English stories or books].

Kubra/42: “*Hiç zor değillerdi, bence sınıf için doğru düzeydeydiler ve benim için kolaydılar çünkü Oxford'ta 3 ay boyunca İngilizce eğitimi aldım ne okuduğumu kolayca anlıyorum hiç de zor*”. [They were not difficult [reading texts] at all, I think they were at the right level for the class and they were easy for me because I studied English for 3 months in Oxford and I understand easily what I read].

Sevim/43: “*Malala Hikayesi ve Kadınlar Futbol metinleri biraz zordu...grupta konuları tartıştık ondan sonar anladım ve YouTube videolar da, özellikle Kadınlar Futbol, metinlerin içeriğini,anlamak için bana yardımcı oldu*”. [‘Malala’s Story and Women’s Football’ were a bit difficult...we discussed the topics in the group after that I understood the texts better and YouTube videos also helped me to understand the content of the texts, especially Women’s Football].

Meryam/44: “*Çoğunlukla YouTube klipleri sevdim... onlar okuma metinleri ile ilgiliydiler ki buda bize içeriği anlamada yardımcı*”. [I mostly liked the YouTube clips ... they were related to the reading texts which helped us understand the content better].

Tarkan/45: “*Okuma metinlerinin içeriğini gurubumuzla tartıştık...YouTube videolar ve resimler de içeriği hızla anlamamda bana bazı ipuçları verdi*”. [We discussed the content of the reading texts in our group... the YouTube videos and the pictures also gave clues to me to understand the content quickly].

Kubra/46: “*Akıllı tahta üzerindeki talimatları kolayca anladım çünkü açıklılar ve sizde onları bizim için okudunuz*”. [I easily understood the instructions on the smart board because they were clear and you also read them for us].

Meryam/47: “*Temalar gerçekten iyi seçildi... çok hosuma gittiler, özellikle Malala'nın Hikayesi ve onun konuşması beni etkiledi*”. [The themes were really well chosen...I liked them very much, especially ‘Malala’s Story’ and her speech affected me very much].

Adnan/48: “*Konular çok ilginçti, özellikle Malala Hikayesi dokunaklıydı*”. [The topics were interesting, especially Malala’s Story, which was touching].

Kubra/49: “*Fun Festivalleri, Malala Hikayesi and Bayan Futbolu dikkat çekici temalardı fakat bayan futbolu insanlarımız için olağan dışıydı ve bir çok öğrenciyi konuşmak için tahrik etti ve normalden daha çok katıldılar... Fun Festivalleri, orneğin öğrencilerin tüm dünyadaki festivalleri ziyaret etme isteği verdi ve arkadaşlarım eğer buna benzer festivalleri ziyaret etmek isteseler, tek anahtar olan Ingizceye sahip olmalarının farkına vardılar ve konular bizi böyle yerleri merak etmeye ve düşünmeye teşvik etti*”. [Fun Festivals, Malala’s story and Women’s Football were remarkable themes but Women’s Football was unusual for our people

and it provoked many students to speak and participate more than usual...the Fun Festivals, for example, made students want to visit festivals all over the world and our friends realised that if they want to visit such festivals, they have to have the key, which is English, and those topics encouraged us to wonder and think about such places].

Kubra/50: “...*Hayalimdeki üniversiteye, Oxford Üniversitesine, mutlaka gidip okuyacam...*”.
[...I will definitely go and study at my dream university, Oxford University...]

Tarkan/51: “*İngilizceyi geliştirmek istiyorum çünkü kardeşim Karayib gemi şirketinde çalışır ve oraya gidip ve onunla çalışmak için beni çağırdı*”. [I want to improve my English because my brother works for the Caribbean Cruise Company and he called me to go and work with him].

Adnan/52: “...*Metinde ki her şeyi anlamayı zorlaştıran bilinmeyen birçok kelime vardı*”.
[...there were lots of unknown words that made it difficult to understand everything in the text].

Bilal/53: “*Az, çok değil*”. [Few [words] not many].

Tarkan/54: “*Bazı bilinmeyen kelimeler*”. [Some unknown words].

Adnan/55: “*Onların alılarını çizdim ve daha sonra kelimelerin anlamını bulmak için online sözlük ve Google translate kullandım*”. [I highlighted them and then I used the online dictionary and Google Translate to find the meaning of the unknown words].

Meryem/56: “*Bütün aktiviteler hosuma gitti fakat sınıfta sunumumu yaptığım zaman heyecanlandım...ilk sunumdan sonar çevreye alistim ve fena değildim*”. [I liked all the activities but I felt nervous when I did my first presentation in front of the class... after the first presentation, I got used to the environment and I was OK].

Kubra/57: “*Eleştirel ve nasıl güvenle soru sormayı öğrendim ve kısa sürede nasıl bilgiye ulaşacağımı öğrendi, yardım isterken korkmamayı öğrendim ve derslerimizi eleştirel biçimde tartışarak değerlendirmeyi öğrendim*”. [We learnt how to be critical and how to ask questions with confidence, and learnt how to find information in a short time, we learnt not be afraid of asking for help and we learnt how to evaluate our lessons by discussing them critically].

Meryem/58: “*Ondan sonra okulda öğrencilere soru sorduk ve gurubumuzla sonuçlari tartıştik ve sinifta sunduk...3 tane daha sunum sunduk. Her sunum sonunda, sunumların sureci ile ilgili fikirlerimizi tartıştik*”. [Then, we asked questions to students in the school [interview] and discussed the results in our group and presented in the class...at the end of each presentation, we discussed our impressions of the presentation process].

Kubra/59: “*...zevkliydi ve herkes iyi çalıştı*”. [...it [group work] was enjoyable and everybody work well].

Sevim/60: “*Başlığı grubla tartıştığımız zaman, daha iyi anladım*”. [When we discussed the topics in the group, I understood better].

Kubra/61: “*Sunum hazırlığını ve anket uygulaması hoşuma gitti çünkü grup olarak çalıştık ve birbirimize yardım ettik*”. [I liked the preparation of presentations and conducting the survey with my group because we worked as a team and helped each other].

Adnan/62: “*Gurubumla bir araya geldik sonra bilgiyi özetledik ve sunumumuzu planladık ve hazırladık... Harika bir deneyimdi*”. [We got together with my group then we summarised the information and planned and prepared our presentation...it was a nice experience].

Sevim/63: *“Sunumlarımızı hazırlarken normalden daha çok çaba gösterdim çünkü üzerime düşeni yapmak zorundaydım ve I kendimden daha emindim çünkü yalnız başıma değildim”*. [When we prepared our presentations, I worked harder than usual because I had to finish my part and I felt more confident because I was not on my own].

Bilal/64: *“Duygularımı biliyorum ve anket uyguladım ki bu da benim kendimden ne kadar emin olduğumu gösterdi”*. [I know my feelings and I conducted the interview, which showed how confident I was].

Kubra/65: *“Tüm aktivitelere tereddütsüz katıldım, özellikle anket esnasında diğer öğrencilere soru sorduğum zaman ve sonucu sınıfta sunduğum zaman”*. [I participated in all the activities without any hesitation, especially when I asked questions to other students during the interview and presented the results in the class].

Bilal/66: *“Bize sunum yapmayı, anket uygulamayı ve sınıf bloğuda ders ve aktiviteler ile ilgili tartışmayı yapmamıza izin veriyorsunuz ki buda diğer İngilizce öğretmeninden farklı...”*. [You let us do presentations, conduct the interview and discuss the lessons and activities on the class blog...].

Sevim/67: *“Konusmam gelisiyor, BBC Radyo 4 daki sohbetleri dinlerken genel fikirlerini anlayabiliyorum ve İngilizce gazete okuduğum da anlıyorum.”* [My speaking is improving, I can understand the general ideas of conversations when I listen to BBC Radio 4 and I can understand an English newspaper in English when I read it].

Tarkan/68: *“Tableti online da araştırma yaparken, sunumlarımı hazırlarken anketi kayda alırken kullanıyorum...tabletle kendi başıma bir çok şeyi yapabilirim”*. [I use the e-pad to

search online, prepare my presentations, to record interviews...I can do many things on my own with the e-pad].

Meryem/69: "*Bence dersler boyunca katıldılar*". [I think they participated through the lessons].

Sevim/70: "*Sunumlar, anket, arkadaşlarla grup olarak tartışmak, fikirlerimizi dersin sonunda ve sınıf bloğunda sınıf dışında yansıtmak gibi aktivitelere her zaman katılıyoruz...bu sınıfta her zaman aktifiz*". [We are always involved in the activities like presentations, interviews, discussing with friends as a group and reflecting our ideas at the end of each lesson...we are always active in this class].

Tarkan/71: "*Soylediğim gibi, problemim olursa size geliyorum ve sınıfta hata yapmaktan korkmuyorum...çünkü hata yapmadan hiçbirşey öğrenemeyiz dediniz*". [As I said, I come to you when I have problems and in the class I am not afraid of making any mistakes...because you said that without making mistakes, we would not learn anything in this life].

Meryem/72: "*Sunum sonunda arkadaşlara sorular sormak hoşuma gitti*". [I liked when we asked questions to our friends at the end of the presentations].

Adana/73: "*Anket süreci bana gidip öğrencilere okulda soru sorma güveni verdi...tekrar yapmayı isterim*." [The interview process gave me the confidence to go and ask students questions in the school...I like to do it again].

Sevim/74: "*Sunumlarımızı hazırlayıp, sunduğumuzda çok büyük katılımı oldu vardı çünkü sunumlarımızı sevdik*." [There was also big participation when we prepared and delivered our presentations...because we loved the presentations].

Sevim/75: “[Tablet] Öğrenmemi kolaylaştırıyor çünkü festivaller, Bayan Futbol and Malala Hikayesindeki bilgi için araştırıp ve hızlı bir şekilde o bilgiyi bulduğumuz gibi derslerimiz için araştırma yapabiliriz.” [It [the e-pad] makes our learning easy because I can search for information for my lessons, as I did when I searched for information on festivals, women’s football and Malala’s Story, and found the information quickly].

Kubra/76: “...Sınıfta tablet ses kaydı yaptığı zaman sesli okuyabiliriz ve ondan sonrada sesimizi dinleyebiliriz. Bu yolla okuma, dinleme ve konuşma hunerlerimizi geliştirebiliriz”. [...in the class we can read aloud while the e-pad is recording and then listen to our own voice. By this way we can improve our reading, listening and speaking skills].

Meryem/77: “Sizinle yaptığımız gibi dahada araştırma ve sunum yapabiliriz...araştırma yapabilir ve öğretmenlerimize ne bulduğumuzu kontrol etmeleri için taslağı gönderebiliriz ve sonra onu düzeltip ve sonucu sınıfta sunabiliriz”. [We can do more research and presentations as we did with you...we can research and send our draft of what we have found to our teachers for feedback and then we can correct it and present the results in the class].

Tarkan/78: “Milli Eğitim Bakanlığı tabletin içeriğini geliştirebilir ve yeni şeyler keşfetmek, yani uygulamalar indirmek...ya da kelime bankası gibi kendi uygulamalarımızı yaratmak için web sitelerine erişmemize izin verebilirler”. [The MNE should extend the content of the e-pad and they should allow us to access websites to discover new things, download new apps or we can create our apps...like vocabulary bank].

Adnan/79: “Anket sonuçlarımızı özetledik, ordaki bilgiyi düzenledik ve gruptaki herkes kendi bölümünü sundu”. [We summarised our interview results, organised the information and each group member presented one part].

Meryem/80: “*Metinlerin içeriğini YouTube videolarından, fotoğraflardan ve başlıklardan tahmin ettim*”. [I predicted the content of the texts from the YouTube videos, photos and title].

Sevim/81: “*Online sözlük kullandım, grubumdaki arkadaşlara sordum ve anlamını içerikten çıkardım*”. [I used the online dictionary, asked friends in my group, and worked out meaning from the context].

Taarkan/82: “*Bazen tahin ettim bazende Google çeviri kullandım....*” [I [...] guessed and sometimes used Google Translate...].

Sevim/83: “*Gerektiğinde sınıf arkadaşlarıma sordum*”. [I asked my classmates when I needed].

Meryem/84: “*İlk sunumu biraz zor buldum, fakat grubumda birbirimize yardım ettik ve sonunda ilk sunumumuzu tamamlamayı başardım*”. [I found the first presentation a bit difficult, but we helped each other in my group and we finally managed to complete our first presentation].

Adnan/85: “*’Bugclub ta hikaye okuduğumda, bilinmeyen kelimelerin üzerlerini değişik renkle işaretledim sonra bilinmeyen kelimeleri bulmak için online sözlük linkinin üzerini tıklayarak buldum çünkü hepsine bakacam zamanım yoktu...bir hikayenin genel anlamı anlamak için her kelimeyi bilmemiz gerekmez.*” [...when I read a story on the ‘bugclub’ website, I highlighted the unknown words and then I used the online dictionary by clicking on the link to find out the meaning of those words because I did not have time to look up all of them...we do not need to know every word to understand the general meaning of reading a story].

Kubra/86: “*Genel fikir, özel bilgi ve kavramak için okumak gibi farklı tür okuma becerileri öğrendim...Okuduğumda bu becerileri kullanıyorum çünkü okurken bu becerileri*

kullanmamızı öğrettiniz". [I have learnt different types of reading skills, such as reading for general ideas, specific information and comprehension...I am using those skills when I read because you taught us those skills to use them when reading].

Sevim/87: "*Çünkü onlar [sunumlar] yararımıza ve bu sınıfa başladığımdan beri, İngilizcede konuşma ve okuma becerilerimin geliştiğinin farkına vardım*". [Because they [presentations] are for our benefit and I realised that my speaking and reading skills in English have been improving since I started this class].

Adnan/88: "*Öncelikle, böyle İngilizce okumam geliyor çünkü sunumlarımı hazırlarken bir çok şey okudum*". [First of all, I am improving my reading in English with this way because I read a lot of things when I prepared my presentations].

Kubra/89: "*Arkadaşlarımın yapmış olduğumuz şeyler üzerine görüş ve yorumları görmek güzeldi*". [It was nice to see my friends' views and comments about what we had done].

Tarkan/90: "*Sınıf içi tartışmalar bize bir çok şey öğretti...zayıflık ve güçlü yanlarımı...arkadaşlarımın derslerle, etkinliklerle ilgili fikirlerini görebiliyorum...*". [Discussions in the class teach us a lot of things...I can see my weakness and strong sides...my friends' ideas on the lessons, activities...].

Sevim/91: "*Tableti nasıl açacağımı bilmiyordum çünkü daha önce kullanmadım...ve birtaneye sahip olmak ve onu kullanamamak sinir bozucu.*" [I did not know how to turn on my tablet because I did not use it before...and it was frustrating to have one and not to know how to use it].

Sema/92: "*İngilizce okumayı sevmiyorum çünkü anlamıyorum.*" [I do not like reading in English because I don't understand].

Banu/93: “...*Dil bilgisinden başka birşey öğrenmedim.*” [...I learnt grammar but nothing else].

Sevim/94: “‘*Bugclub*’ websayfasından hikayeler okumak hoşuma gidiyor, gerçekten güzel.” [I like reading stories from the ‘bugclub’ website, it is really nice].

Meryem/95: “*Onceleri bilgisayarın İngilizce öğrenmemi nasıl etkileyebilir diye düşündüm fakat tabletimi aldığım zaman, görüşümü tamamiyle değiştirdiğinin farkına vardım...odevimi yapmaya ihtiyaç duyduğum zaman internetten araştırıyorum...orneğin, sunumumu yaptığım zaman.*” [At the beginning, I thought how a computer can affect my English learning but since I had my tablet, I have realised that it has changed my view completely...I search on the internet when I need to do my work...for example, when I did my presentations].

Kubra/96: “*Görüşmelerimizi kaydedebiliyoruz ve çalışmalarımızı tabletlere kaydedebiliriz.*” [We are able to record our interviews and save our work in our e-pads].

Kubra/97: “*Bence öğretmenlerimizin çoğu burda İngilizce konuşamıyor, bu yüzden sınıfta Türkçe konuşuyorlar.*” [I think most of our English teachers here cannot speak English properly, therefore, they speak Turkish in the class].

Bilal/98: “*Bu sınıfa başladığımdan beri olumsuz fikirlerim değişti...İngilizcenin çok zor bir dil olduğunu ve hiçbirzaman öğrenemeyeceğimi düşündüm fakat bu sınıf düşüncelerimi değiştirdi...onu gerçekten öğrenebilirim ve kendime güveniyorum.*” [Since I started this class, my negative ideas about English have changed...I thought that English was very difficult language and I would never be able to learn it but this class has changed my thoughts...I can actually learn it and I am confident].

Kubra/99: “*Tabletle öğrenmeyi seviyorum...çünkü bana çok yardımcı oldu.*” [I like learning with the e-pad...because it helps me a lot].

Meryem/100: “*Tableti kullandığımdan beri ingilizce öğrenmekten hoşlanıyorum ve ‘bugclub’ ta zamanımı daha çok İngilizce okuduğumu harcadığımı farkettim.*” [Since I started using the e-pad, I have been enjoying learning English and I have realised that I am now spending more time reading in English on the ‘bugclub’ website].

Tarkan/101: “*Dünya Bayan Futbol Kupasında golleri izlemek hoşuma gitti.*” [I loved watching the goals in the Women’s World Cup].

Sevim/102: “*‘Malala’nın Hikayesi’ çok etkileyiciydi ve bazen unuttuğum öğrenimin ne kadar önemli olduğunu anladım.*” [‘Malala’s Story’ was very touching and I have realised the importance of education that I sometimes forget].

Meryem/103: “*Dersler zekli.*” [The lessons are fun].

Sevim/104: “*Bir anlık gözlerimi kapattım ve kendimi olay yerinde buldum ve Malalayı hastaneye taşıyan kalabalığı gördüm.*” [For a moment, I closed my eyes and I found myself at the scene and I saw the crowd carrying Malala to the hospital].

Kubra/105: “*Titanic’i ‘bugclub’ websitesinde 3 hafta önce okudum ve okuduğumda erkek karakteri, Jack’i, tahrik edici buldum...kitabı bitirdikten sonra filmi gördüm ve çok güzeldi...alt-yazılı izledim ve kelimeler asinaydı.*” [I read the Titanic on the ‘bugclub’ website 3 weeks ago and when I was reading it, I found Jack the male character in the book very stimulating...I saw the film after I finished the book and it was really good...I watched it with subtitles and the vocabulary in the film seemed familiar].

Tarkan/106: "*Sınıf arkadaşlarımla çalışmak birtakım şeyleri farklı yapmama yaradı...mesela Gap festivali konulu sunumumuzu sunarken geleneksel giyisi giydim*". [Working with my classmates helped me to do things differently...like I wore traditional dress when we presented our topic about 'Gap Festival'].

Bilal/107: "*Arkadaşlarımdan çok şey öğrendim...sunumu nasıl hazırlayacağımı...gerçekten hoşuma gitti*". [I learnt many things from my friends...how to prepare a presentation...I really liked it].

Sevim/108: "*Gurubmla çalışmayı sevdim*". [...I loved working with my group].

Kubra/109: "*Eskiden öğretmenim tarafından verilen konuları hazırlayıp sunardım*". [I prepared and presented topics that were given to me by my teacher in the past].

Meryem/110: "*Başta nasıl sunacağım diye endişelendim...fakat herkesin sunduğunu görünce, yanımda oturan arkadaş'a 'korkunun ecele faydası yok' dedim*". [I was worried at the beginning about how to present...but when I saw everybody presented, I said to my friend next to me that 'there is no use fearing the inevitable'].

Bilal/111: "*Bu sınıf diğer sınıflarımdan farklı...bir çok aktivite yapıyoruz...orneğin sunumlar, anket görüşmesi, fikirlerimizi ifade etme*". [This class is very different from my other classes...we do lots of activities...such as presentations, conducting interview, reflecting our ideas....].

Kubra/112: "*Tüm sınıf katılmak istedi ve sunumumuzu hazırlayıp sunduk...çünkü hepimiz sunumumlarımızı sedik...çok renkliydi*". [All class wanted to participate and we prepared and delivered our presentations...because we all enjoyed our presentations...they were colourful].

Adnan/113: “*Eskisi gibi çok sözlük kullanmıyorum çünkü İngilizce bir gazetenin genel fikrini anlayabiliyorum...The Daily Express*”. [...I don’t use dictionary as often as before because I can understand the general idea of an English newspaper...The Daily Express”].

Sevim/114: “*okuma becerimin geliştiğini hissedebiliyorum çünkü çok sözlük kullanmıyorum...okuduğum şey çok karmaşık ve zor ise bazen Google Çevirim kullanıyorum*”. [I feel that my reading level is improving because I do not use the dictionary very much...I sometimes use Google Translate if what I read is very complicated or difficult].

Sevim/115: “*YouTube videolar ‘Bayan Futbolu’ konuyu daha iyi birşekilde anlamama yardımcı oldu*”. [YouTube videos helped me to understand the topic on ‘Women’s Football’ better].

Meryem/116: “*Arkadaşlarımın fikirlerini ve tartışmalarını görme ve onların üzerine yorumlarımı yazma fırsatı verdi bana ve onlardan çok şey öğrendim*”. [It gave me the opportunity to see my friends’ ideas and discussions and commented on them and I learnt very much from them].

Bulent/117: “*... educating people is the biggest insult for a human being ... I have the ability to learn, I don’t need to be taught [...] because the information is already there and thanks to the technology I learnt many things by doing it all myself with the e-pad*” [...insanlari egitmek insanoglu için en büyük ayıp...ogrenme kabiliyetim var, ogretilmeye ihtiyacim yok [...]
cunku bilgi etrafımızda ve technology sayesinde, bir çok şeyi tablet ile kendi kendime öğrendim].

Appendix K/3 Examples from the Class Blog Reflections quote in the thesis in Turkish and English, with screen shot (Main Study)

Blog 1: Okulda ilk defe İngilizce öğrenmekten hoşlandığımı hissettim [That was the first time I felt that I was enjoying learning English in the school].

Blog 2: ...Eskiden sadece sınavı geçmek için çok çalışırdım, fakat şimdi İngilizce öğrenmek hoşuma gidiyor çünkü tüm aktiviteler güzel ve anlamlı [...in the past I used to study hard for the exam only to pass but now I am enjoying learning English because all the activities are nice and meaningful].

Blog 3: Bizim için daha iyi çünkü bu İngilizce konuştuğumuz tek zaman [It is better for us because this is the only time we speak English].

Blog 4: Tabletım olduğundan beri okuyorum [I have read more since I had my tablet.

Blog 5: Bence Fun Fesivallerle eğlendik ve epey etkileşim vardı, özellikle dersin başı ve sonu [I think we had fun with fun festivals and it [the lesson] was quite interactive, especially at the beginning and end the lesson].

Blog 6: Kùltür festivalleri hakkında bilgim gelişti [My knowledge on cultural festivals has increased].

Blog 7: Çok motive ediciydi ve hepimiz derslere katıldık [It [the lessons on women's football] was really motivating and we all participated to the lessons].

Blog 8: Malala hakkında okumaya kesinlikle teşvik etti [It [the lesson] has definitely encouraged me to read more about Malala].

Blog 9: Kesinlikle evet, Malala hakkında internette okudum ve nobel ödülü aldı [Definitely yes, I read about Malala on the Internet and she won the Nobel Prize].

Blog 10 Arkadaşla beraber bende Telegraf websitesinde internette okudum ve bu internet adresi: <http://www.telegraph.co.uk/women/womens-life/10371988/Malala-Yousafzai-didnt-win-the-Nobel-Peace-Prize.-She-didnt-need-to.html> [With my friend, I read on the Internet too and the name of the website is the Telegraph and here is the webpage address: <http://www.telegraph.co.uk/women/womens-life/10371988/Malala-Yousafzai-didnt-win-the-Nobel-Peace-Prize.-She-didnt-need-to.html>].

Blog 11: Dersin ilk kısmını özellikle sevdim çünkü YouTube aktiviteleri eğlenceliydiler ve dersin temasıyla bağlantılıydı. [I especially liked the beginning of the lesson because the YouTube activities were fun and related to the themes of the text].

Blog 12: Onun gibi İngilizce öğretmeni olacam bu yüzden bu sunumlara alışmak güzel çünkü üniversiteye gittiğim zaman benzer sunumlar yapabilirim [I will be an English teacher like him so it is nice to get used to those presentation because when I go to university, I may have to do similar presentations].

Blog: 13: Bu derste öğretmenden fazla birşey anlamadım fakat ihtiyacım olan çok şey öğrendim [I did not understand much from the teacher in this lesson but I learnt many things that I needed].

Blog: 14: Arkadaşlar pek yararlı bulmadım çünkü İngilizce konuşmaya utanıyorum [Friends, I did not find it very useful because I am shy to talk in English].

Blog 15: Çok rahat, samimi bir atmosferi vardı ve herkes güzelce beraber çalıştı [It [classroom] had a very relaxing, friendly atmosphere and everybody worked nicely together].

Blog 16: Herkes birbirine yardımcı olmada çok heyecanlıydı [Everybody was excited about helping each other].

Blog 17: Sözlüğe ya da Google çeviriye bakmadan İngilizce gazeteleri okuyup ve onların genel fikirlerini anlayabiliyorum [I can read and understand the general ideas from English newspapers without looking up a dictionary or Google translation].

Blog 18: Öğretmenimiz bugclub adında bana bir websitesi ismi verdi ve sevdiğim bir çok hikaye buldum. Benden gelene kadar okuyacağım [My teacher gave me the name of a website called 'bugclub' and I found lots of stories I like. I will read as much as I can].

Blog 19: Evet çok yararlı bir websitesi [Yes it [bugclub] is a very useful website].

Blog 20: Malala ile ilgili internetten bende okudum ve onu hakketti [I read about Malala on the Internet too and she deserved it [Nobel Prize]].

Blog 21: Taliban hakkında okudum ve çok kötüler [I read about Taliban and they are horrible].

Blog 22: UEFA bayan futbol ile ilgili daha çok okuyorum [I read more on the UEFA women's football league].

Blog 23: Dilimi geliştirmek için sınıfta aktif olmam gerektiğini öğrendim [I learnt that I should be active in the class to improve my language].

Blog 24: Bugclub'tan güzel bir kitap önerebilirim size, seviye 2, kırmızı renkli ye gidin. Kitabın ismi at the fun park, a kategorisi. Bugclub ta kitapları dinleyebildiğimi buldum [I can suggest to you a nice book from the bug club, go to level 2, red colour. The name of the story is "At the Fun Park", Category A. I found out that I can listen to the book on the 'bugclub'].

Blog 25: Evet, okuma seviyem yükseldi [Yes, my reading level has been improving...].

Blog 26: Tableti kullandığımda zordu ama şimdi öğretmenimiz ve sınıf arkadaşlarım sayesinde çok kolay ve onu seviyorum [I had difficulty in using my e-pad but now thanks to my teacher and classmates, it is very easy and I love it].

Blog 27: İngilizcemin daha da iyiye gittiğini hissediyorum [I feel that my English is getting better and better].

Blog 28: Bugün sınıfta YouTube'ta izlediğim golleri sevdim, mükemmeldiler [I loved the goals I watched on YouTube in the class today, they were fantastic].

Blog 29: Öğretmenimiz sayesinde bu sınıfa seviyorum, diğer sınıflardan çok daha farklı [Due to our teacher, I love this class, it very different from my other classes].

Blog 30: Üçüncü bölümü, 29 sayfa bitirdim ve onu seviyorum ve çok heyecan verici [I have finished chapter 3, 29 pages and I love it and it is very exciting].

Blog 31: Bende kendimkini okuyorum, herşeyi anlamak biraz zor ama yavaşça okuyorum ve genel anlamı çıkartmaya çalışıyorum. Çok kelime öğrendim ve şimdi eskiye oranla daha çok anladığımı hissediyorum [I read mine too, it is a bit difficult to understand everything but I read it slowly and try to get the general meaning. I learnt lots of vocabulary and I feel that I understand what I read more than before].

Blog 32: Bir bölüm, üç veya dört sayfa okuyorum hergün yemekten sonra ve öğretmenimizin tavsiye ettiği gibi iki bölümde hafta sonu okuyorum [I read one chapter, four or five pages, every day after my dinner and two chapters at the weekend as our teacher suggested].

Blog 33: Okudugumda kendimi unutuyorum [When I read, I forget myself].

Blog 34: ‘Bugclub’ websitesini gerçekten seviyorum çünkü çok hikaye var ve istediğimi seçebiliyorum [I really like the ‘bugclub’ website because it has lots of stories and I can choose whichever I want].

Blog 35: Sunumlari sevdim ve kendi konumu sunduğuma inanamıyorum [I loved the presentations and I cannot believe that I presented my topic]

Blog 36: ‘Malala Hikayesi’nin’ konusunu dersin sonunda onu tartıştığımız zaman daha iyi anladım [I understood the topic on ‘Malala’s Story’ better when we discussed it at the end of the class].

Blog 37: Bu ders kesinlikle ‘Bayan Futboluyla’ ilgi beni araştırmaya ve okumaya daha çok teşvik etti [The lesson definitely encouraged me to search and read more about ‘Women Football’].

Blog 38: Bayan futbolu ile ilgili resim ve YouTube videoyu sevdim ve futbol ile ilgili birşeyler okuyacağımı tahmin ettim [I liked the pictures and YouTube videos about ‘Women’s Football’ and I predicted that we were going to read something about football].

Blog 39: Dersin başındaki sorular ‘Malala hikayesi konusunun içeriğini daha çok anlamama yardımcı oldu ve konuşması beni moralen etkiledi [The questions at the beginning of the lesson helped me to understand the content of the “Malala’s story” Story’ better and I was very affected emotionally by her speech].

Blog 40: Gazeteler.com websitesinde Daily Exress gazetesini okuduğum zaman genel fikri anlayabiliyorum [I can understand the general idea when I read the Daily Express newspaper on gazeteler.com website].

Blog 41: Farklı okuma becerilerini öğrendim, örneğin internette sorf yaptığım zaman, anahtar kelimelere bakmam lazım ve bilgi için sorf yaptığımda, girişi okumam lazım. Eğer aradığım bilgiyse, hepsini okurum [I learnt different reading skills and strategies, such as I should look at the key words when I surf on the Internet and when I look for information, I should read the introduction].

Blog 42: Kısa hikaye okudum zaman, bilinmeyen kelimeleri kırmızı renkle işaretliyorum sonra onları defterime yazıyorum ve hergün pratik yapıyorum...bu kelimeleri Skype üzerinden diğer ülkelerdeki arkadaşlarımla sohbet ederken kullanıyorum [When I read short story, I highlight the unknown words in red then write them them in my notebook and practise them everyday...I use those words on Skype when I chat with my friends].

Screen shot: Class blog guiding questions with discussions

Blogger: Class A blog - Edit

https://www.blogger.com/blogger.g?blogID=7746071981121541180#editor/target=post;postID=7888796042271635770;onPublishedMenu=posts;... f f

Apps Recent emails - Stud... Chalk vs. Tablet: Ca... Create an A+ Site wi... Presentation on Usi... (704) Twitter Z Zetoro | People > EL... A Vision of Students... Learning to Change... Other bookmarks

View blog Kasim Koruyan

Class A blog · Post CLASS A BLOG FOR DISCUSSION Publish Save Preview Close

Compose HTML f T Normal B I U ABC A Link

"Fun Festival" dersle ilgili goruslerinizi, asagidaki sorulari goz onunde bulundurarak, (...) ifade edin. Once birinci soruyu cevaplayin ve tartism sonrada sirasiyla besinci soru tamamlanana kadar cevaplayin ve tartisin

- . Sunum aktivitesi ile ilgili ne dusunuyorsun?
- . Sinif atmosferi nesilsin?
- . Bu dersten herhangi bir sey ogrendin mi yada kazanim elde ettin mi?
- . Ne ogrendin/ kazanim elde ettin?
- . Sence bu ders seni daha cok okumaya tesvik etti mi?

Dersle ilgili herseyin tartismalisin ve istersen diger ogrencilerin fikirleri uzerinde yorum yapabilirsin

Not: Istemiyorsan ismini yazma.

Sunum aktivitesi ile ilgili ne dusunuyorsun?

- Bence guzeldi
- Bence guzeldende guzeldi. Bu ilk defadir Ingilizce ogrendigimi hissediyorum. 2012 de Kaplan International da Ingilizce ogrendigim zaman Oxford city festivaline katildim ve bu festival icin arastirma yaptim. Sonrada, deneyimimi gurubumla paylastim ve Oxford city festivali sunumumuz icin hazirladik. Hankaydi (Canan).
- Evet hankaydi. bende Oxford city festivaline bidecem sahsi olarak lotovu tutturursam

Post settings

Labels

Schedule

Automatic

* Set date and time

12 Nov 2013 07:31

< Oct 2013 >

M	T	W	T	F	S	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

Time zone: Pacific Daylight Time

Done

Permalink Send feedback

Appendix K/4 Researcher Journal Observations and Extracts (Pre- and Post-Task)

16th September 2013: My observations on students' IT familiarity, their views about and intentions for using the e-pad:

"We do not have internet at home".

"We have internet signal at home but it is our neighbour's and I use it sometimes; however, it is very slow and sometimes off"

"I do not have computer in my house".

"I do not have my personal computer and my brother has a laptop and he uses it all the time for his university study and he always takes it with him to university".

"I search on the internet but I sometimes get lost and I need more time to search properly to find out what I want"

"When we get our tablets, we have internet in this school and we can save materials that we download from the internet".

"And it will be free, we do not have to pay at all".

16th September 2013: I also asked the class whether they had carried out any research about any topic and given a presentation based on their investigations to the class in their past learning experience. Only two students said "yes". I also asked whether they would like to prepare a topic and present it in class this year and while nearly half of them said "yes", the majority answered "No". Some of the yes reasons:

- it will be fun or exciting,
- they will learn more because of their involvement,

- it will be very effective,
- it will be nice,
- it will be different from their previous learning,

Some of the “no” reasons:

- they do not want to,
- they have not done it before,
- they will not know how to do it,
- they would feel shy,
- they will feel nervous to speak in class.

18th September 2013: In our informal conversation at the beginning of the first semester, majority of the students in two classes complained about the educational system in general and here are some comments I noted:

“...with this system, it is hard to learn English...because we have course-books that are very boring irrelevant to what we are studying”

“I have studied English more than five years and unfortunately I cannot have a simple conversation with my foreign friends on Facebook...I sometimes use Google Translate...”

“...and we learn only grammar”

“yes, that is true”

I also asked about their reading habits and they replied that they did not read books, especially in English because they did not understand and they found reading very boring. Here are some comments I heard:

“No, I don't like reading...[why? I asked] I don't know but I never read”

"...yes I read newspapers...in Turkish"

"I don't know...I just don't like reading...it is not my thing [habit]"

"Reading a book is like a torture... I hate it"

"I do not like reading generally and English is impossible to read and understand"

I tried reading English newspapers few times but I could not understand anything and I got bored...all I do now is looking at the pictures when I see English newspapers"

On the other hand very few indicated they like reading:

"I like reading stories...in the summer holiday..."

"Yes, my father is a teacher...yes he reads a lot"

Students also complained about the course-books' topics and materials that were boring.

More views to use the e-pad on 26th September 2013:

"I will be able to read on the internet and I will not have to go to internet cafes and spend time and money anymore because it is really very expensive..."

"I want cultural themes".

"I like reading texts to be about football... weddings...festivals".

11th October 2013: Four students did not have their e-pads chargers.

22nd October 2013: Two students did not receive their e-pads

14th October 2013: Some students complained about the problems (e.g., not having e-pad chargers):

"We have not had our tablets' chargers yet".

"When are we getting our tablets?".

"Teacher, we have not received our tablets and there are lots of problems...we better go back to our books".

15th November 2013: Students indicated that task activities helped them to predict and understand the content of the reading texts and they loved the topics.

8th November to 11th December 2013: Students made references to collaboration that helped and improved their learning and gave them confidence to involve in the learning process and they learnt very much from each other:

"I think I learnt better when I worked with my friends because we helped each other".

"I liked working with my friends to prepare our presentations",

"Today, I managed to do something worthwhile thanks to my group",

"I realised that I understood the topic better when we discussed what we watched on YouTube today"

"Me too".

11th December 2013: Students indicated that they were happy with what they did and they wanted to do more presentations, conducting interviews:

"We want to do more research and present it in class"

I heard further comments about reflection activities in class and noted them in my journal:

"We reflected on our ideas and discussed them very nicely",

"It gave us opportunities to discuss our ideas",

"I learnt how to comment on my friends' ideas",

"On the class blog, I thought carefully and wrote my ideas",

"I am normally not very open to talk but I was able to think and write my opinions on the class blogs".

23rd April 2013: I asked students whether they preferred learning English using the e-pad and all of them replied: Yes and it helped their learning:

"Do you now prefer learning English with your tablet (e-pad) or without it?":

"With the tablet"

"Why? (various answers)":

"Because we can access the cultural materials such as 'Twin Festival' available on the internet".

"We can watch real scenes related to lessons like football".

"It is more fun and exciting when we use our tablets".

"We can search on the internet anytime we like".

"I can read more online materials".

31st of May 2013: Students said that they wanted to go to Boğaziçi or Orta Dogu Teknik Universities) and get a better job.

6th June 2014: Students wanted to create their own materials and shared them in class:

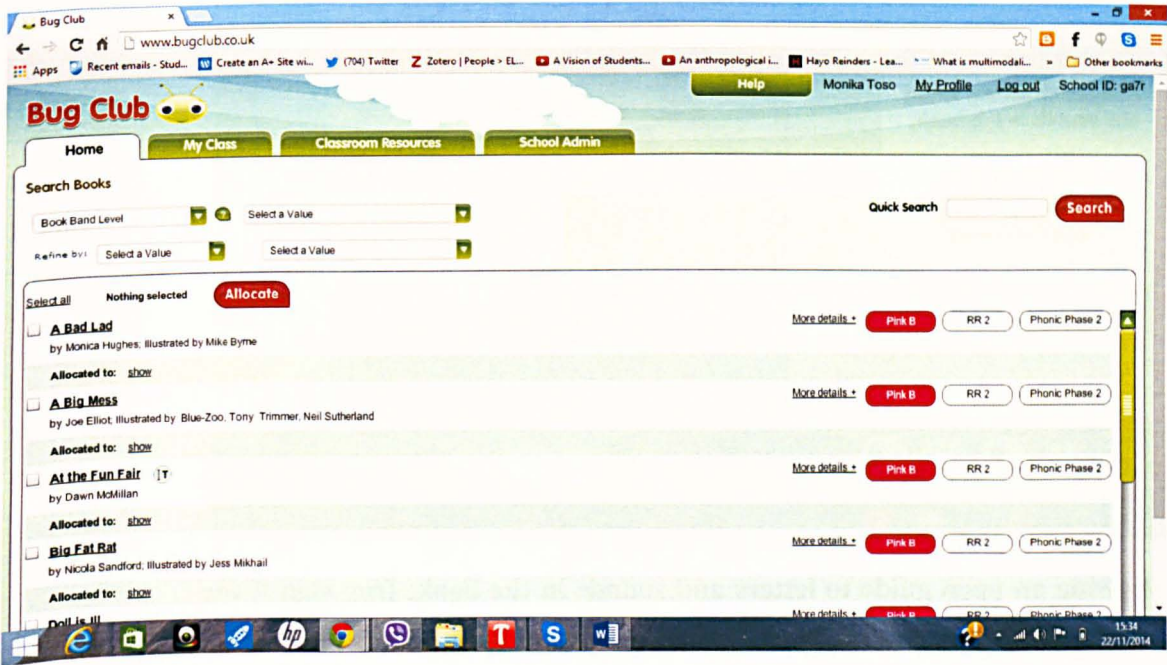
"We want to create our materials if possible"

13th June 2014: Some students wanted to improve their English therefore they said that they would like to go and work in summer places, doing summer jobs so that they could meet English speaking tourists:

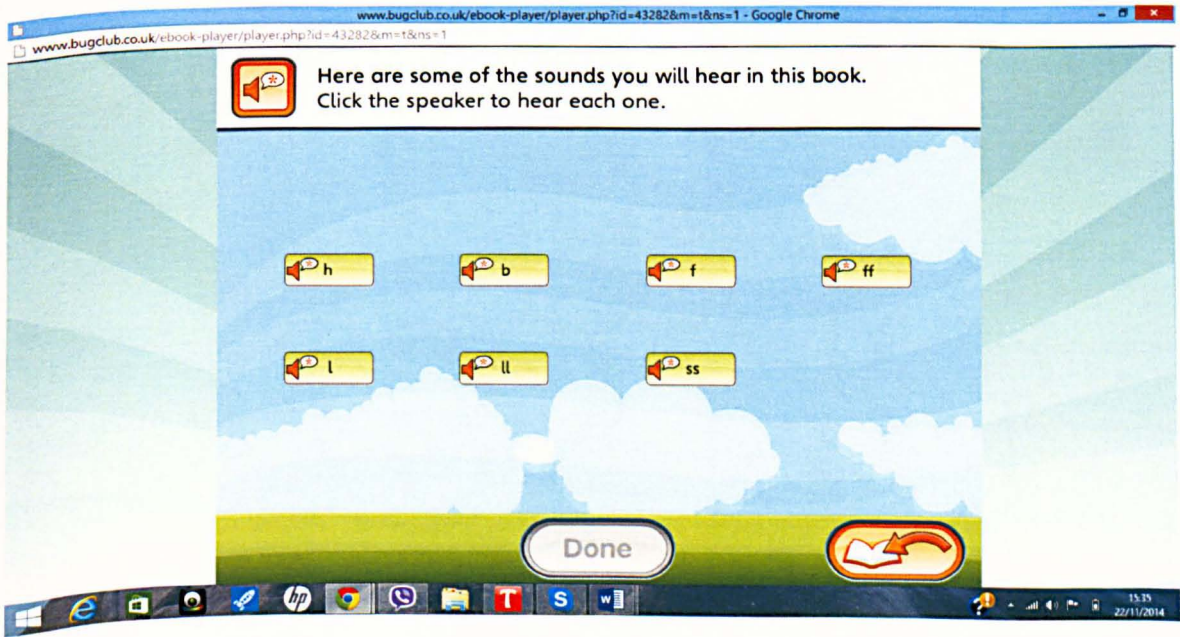
“My brother works in Marmaris. I and 3 more friends will go and work in the restaurant where my brother works”.

And on 19th June 2014, six students went to work in summer jobs.

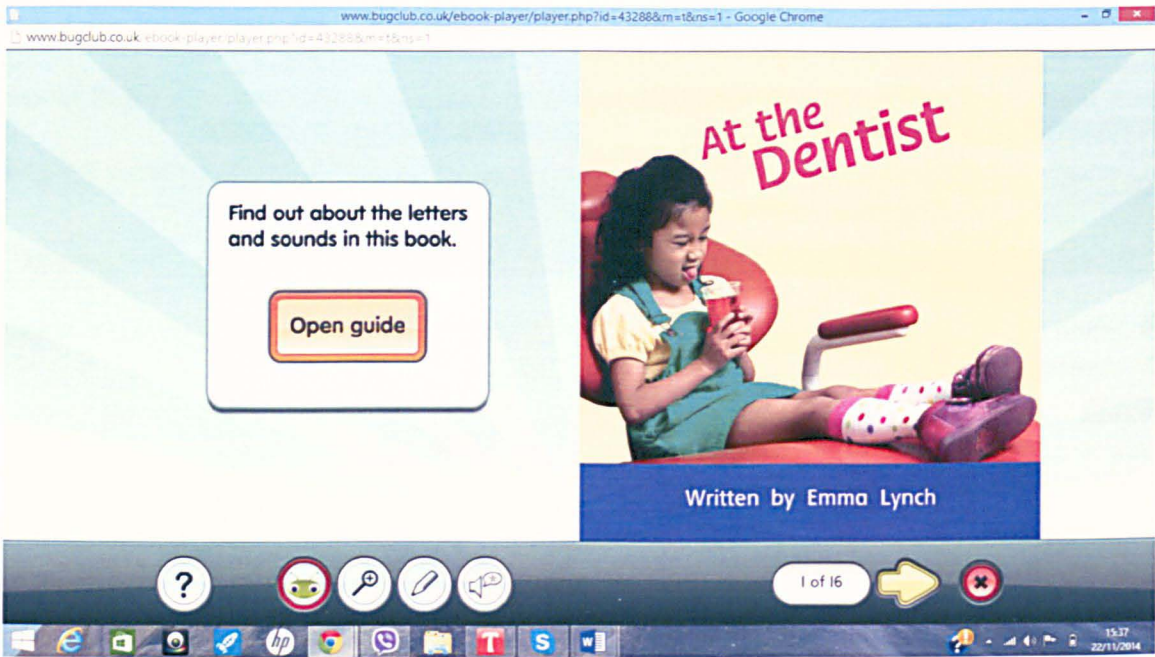
APPENDIX L SAMPLES FROM BUGCLUB.COM WEBSITE SHOWING FEATURES EXPLOITED IN THE STUDY



Screen shot 1: Showing book band level (Pink B)



Screen shot 2: Showing practicing sounds in the book by clicking on the speaker sigh to hear each one.



Screen shot 3: Showing an open guide to letters and sounds in the book; frog sign if the reader wants to take a quiz related to the book; zoom in/out sign; pen sign for underlying a word; speaker sign and turn the page sign.